

May 21st Task Force Meeting Pre-Read Materials


Dear Task Force members,

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

Draft - Preliminary

Proposed agenda for 5/21 Task Force meeting

3:00 to 3:05pm	Call to Order
3:05 to 3:15pm	EANS I: status update and overview of change request process
3:15 to 3:25pm	ESSER II: Application status update
3:25 to 3:35pm	ESSER II: Summary & discussion of requests deemed eligible by KSDE
3:35 to 3:45pm	ESSER II: Discussion of requests deemed ineligible by KSDE
3:45 to 4:10pm	ESSER I: Emerging themes from initial quarterly ESSER reports (as of 3/31)
4:10 to 4:15pm	Next steps and plan for upcoming Task Force meetings

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Review of ESSER II application process timeline

The ESSER II application process was launched on March 24th and is a rolling process unlike EANS. The KSDE review team has been hard at work reviewing applications in the order they have been submitted, following up with districts as needed for clarification of requests and to inform them of requests deemed ineligible. The first 55 applications were reviewed by the Task Force in prior meetings and approved by the State Board on May 11th. The goal is for the Task Force to make its recommendations regarding additional applications submitted by May 21 (61 submitted so far) to the State Board for final approval at its next meeting on June 8th-9th. The Task Force therefore has two meetings in which to discuss KSDE's preliminary reviews and decide on its recommendations (this Friday, May 21st, and Friday, June 4th). Once a district's application is approved by the State Board, it will be able to begin drawing down its ESSER II funds as needed on a monthly basis through the same process being used for ESSER I funds.

Update on ESSER II application process

As of Tuesday, May 18th, 61 districts have submitted their ESSER II applications in addition to the 55 applications already approved by the Task Force and State Board. This week's focus will be on 34 of those applications for which KSDE has already completed its initial and secondary review and for which all follow up questions for the district have been resolved. The remaining 27 applications are in the process of being reviewed, and we expect some additional applications to be received between now and May 21st. The goal is for most if not all remaining applications received by May 21st to be included in the next Task Force meeting on June 4th, 2021.

Like the previous ESSER II application batches, the batch of applications being presented this week includes very few requests deemed ineligible by KSDE relative to EANS I applications and reconsideration requests. There are several reasons for this:

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

KSDE will continue to provide visibility to the Task Force at each meeting regarding any requests deemed ineligible as well as requests that were removed by districts prior to being deemed ineligible.

Implications and plan for this week's materials and meeting

This week's Task Force meeting will focus on the batch of 34 applications for which KSDE has already completed its initial and secondary review, and all follow up questions for the district have been resolved. The 34 districts enroll 56.7K students and their applications include 474 individual requests with an estimated aggregate value of approximately \$25.7M. As usual, the meeting will include both a summary of eligible requests as well as an individual dossier for the district submitting the 1 request deemed ineligible.

The next batch of applications and requests will be reviewed at the June 4th Task Force meeting. Any applications that have not been fully reviewed by that date will be deferred to the following batch, which will be reviewed in future Task Force meetings in preparation for the July State Board meeting. This Friday's Task Force meeting will also include a review of the EANS I change requests process and a discussion of emerging themes from initial ESSER quarterly reports.

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

ESSER II allowable use overview (resharing from earlier pre-read)

- Summary of all applications and requests included in this pre-read
- PDF of 34 reviewed applications, including a compiled list of all requests with KSDE eligibility recommendation by application

As a reminder, in the meeting we will review applications and requests deemed eligible at a summary level. If there is a specific application or request you would like addressed in the Task Force meeting, please email ESSER@ksde.org no later than Thursday at 4 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 EANS Distribution of Money

Friday, May 7th

CALL TO ORDER

(00:09:34)

Chairman Porter called the weekly meeting of the Commissioner's Task Force to order at 3:00p.m. on Friday, May 7th.

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

APPROVAL OF AGENDA

MOTION
(00:09:47)

Melissa Rooker made a motion to approve the agenda for the May 7th meeting, and Jason Winbolt had seconded it. Motion carried (16-0). Brenda Dietrich and Pat Pettey were not present at the beginning of the meeting to vote on this motion, and Brad Bergsma did not attend.

ATTENDANCE:

The following Task Force members attended by video conference:

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

APPROVAL OF APRIL 30th MINUTES

MOTION
(00:10:16)

Janet Eaton made a motion to approve of the April 30th minutes, and Lisa Peters had seconded it. Motion carried (16-0). Brenda Dietrich and Pat Pettey were not present at the beginning of the meeting to vote on this motion, and Brad Bergsma did not attend.

Chairman Porter began the meeting by discussing that in a bill previously passed by the Legislature, direction was given for the COVID allocations (\$10 million in three programs). One is to continue safety grants funded in the past several years, \$3.9 million is to expand mental health program pilot project, and \$100,000 towards Communities in Schools. Although this bill was passed, some of the contains may be not be allowable by the federal government.

(00:10:42)

Adam Proffitt then stated that there is a potential issue with maintenance of effort, and it may affect federal funding.

(00:12:35)

EANS I Reconsideration: Status Update – Tate Toedman

(00:19:57)

Tate started the meeting off by mentioning that the EANS I reconsideration request submission took place from April 20th through the 27th. During this time, the KSDE review team received 115 reconsideration requests from 36 different schools, totaling to \$2.3 million in value. He also stated that the KSDE review team had spent a significant amount of time working with the districts to revise their descriptions and quantities (if needed), compare against original requests and receive feedback to ensure consistency. The majority of requests were deemed eligible during the EANS I reconsideration process, estimating to \$1.3 million. The KSDE review team received an estimate of \$1.0 million ineligible requests.

Tate then went over a recap of the EANS I application timeline, and it is shown below –

- Initial Round: March 22nd through April 2nd
- **Reconsideration Process: April 20th through April 27th**
- Appeals: TBD (May/June)
- Second Round: TBD

He discussed that the reconsideration process would give private schools an opportunity to provide the KSDE review team with further explanation on their initial requests. Private schools were not allowed to submit new requests at this time.

Tate stated that if the Task Force approves of the slate the KSDE review team is providing to them today and the State Board of Education approves the slate next week, Kansas will have awarded 85% of the EANS I funds; with requests primarily focused on student needs.

EANS I Reconsideration: Summary & Discussion of Requests Deemed Eligible by KSDE – Tate Toedman

(00:31:37)

Tate stated that 57% (estimated at \$1.3 million) of reconsideration requests were deemed eligible, and requests could be seen in categories such as technology, personnel, curriculum and professional development. He mentioned that the eligible requests across categories focus on addressing student learning loss and social-emotional needs.

The KSDE review team had received two personnel requests originally deemed eligible in Round 1, but were submitted with modifications in the reconsideration process, and they were shown to the Task Force to inform them that the salary of two employees were requested to be increased. These two personnel requests are included in the EANS I reconsideration slate.

EANS I Reconsideration: Discussion of Requests Deemed Ineligible by KSDE – Tate Toedman

(00:37:38)

Tate went through a recap of the federal guidelines that EANS I requests must “fit” under to be deemed eligible, and some of the guidelines he highlighted are shown below –

- All expenditures must be reasonable, necessary, and allocable (proportional).
- Property and equipment may be purchased by the state and shared with the private school to meet their needs, but the property must be returned to the state or purchased by the private school at the fair market value. Permanent fixtures may not be supported through Kansas EANS funding.
- Property and services may only be provided when required for the stated need, and generally not held in anticipation of future need.
- All services and materials must be secular, neutral, and non-ideological.

43% of requests received during the reconsideration process is still deemed ineligible, estimating at \$1.0 million. Ineligible requests can be sorted by several different categories including technology, personnel, SEL and Mental Health, curriculum and professional development, etc.

The details of ineligible EANS I requests are included below (7 categories) –

1. Technology – 23 requests; totaling to \$579K.
2. Personnel – 3 requests; totaling to \$302K.
3. SEL and Mental Health – 3 requests; totaling to \$71K.
4. Curriculum and Professional Development – 4 requests; totaling to \$14K.
5. Sanitization – 2 requests; totaling to \$2K.
6. Non-Allowable Categories – 2 requests; totaling to \$10K.
7. Unique Circumstances – 2 requests; totaling to \$1K.

Tate had displayed a request that was originally deemed ineligible by the KSDE review team, that was pulled from the section by one of the Task Force members (ID no. 6060-4-004). The request was specifically for chrome books for a kindergarten class. Janet Eaton stated that she believes their request should be deemed eligible, as the request indicates student need due to COVID-19.

Chairman Porter had mentioned to Janet Eaton that if she would like to make a motion for the Task Force to move this specific request from ineligible to eligible, an appropriate time for this will be before the Task Force votes on the entire slate.

EANS I Reconsideration: Vote to Recommend Request Slate to KSBOE – Tate Toedman

(01:04:20)

Before the vote was finalized, Janet Eaton made a motion to add an ineligible request for chrome books (\$8,694) for (6060) St. Joseph Catholic School in McPherson, KS, to be added to the eligible requests slate. Frank Harwood had seconded it. Motion carried (16-0). Adam Proffitt, Pat Pettey, and Brad Bergsma were not in the meeting at this time to vote on the motion.

MOTION
(01:04:41)

Melissa Rooker made a motion to approve the slate of EANS I reconsideration requests as they were presented to the Task Force, and Adam Thomas had seconded it. Motion carried (16-0). Adam Proffitt, Pat Pettey, and Brad Bergsma were not in the meeting at this time to vote on the motion.

MOTION
(01:07:48)

ESSER II: Application Status Update – Doug Boline

(01:09:20)

Doug had mentioned that 96 ESSER II plans have been submitted out of 286 districts (34%). 78 ESSER II plans currently in progress as of May 6th at 6:00 p.m. (CST). As of today, 35 applications are being reviewed by the Task Force with 20 applications from last week that will potentially be given to the State Board of Education next week during their state board meeting.

There has been a pattern to submission, as smaller districts are submitting first, and the larger districts are taking their time. As of May 6th at 6:00 p.m., there have been \$24.4 million requested in ESSER II funds. Majority of the requests are in learning loss, summer enrichment, and technical assistance.

He then discussed what the procedure will look like for today in regards to ESSER; which consists of the following:

- Summary of Expenditures Deemed Eligible
- Expenditures Deemed Ineligible by KSDE review team
- Task Force Member Questions, if any.
- Vote on final slate of expenditures

Out of the 55 applications submitted and reviewed, and presented to the Task Force, 100 percent of the planned expenditures are deemed as eligible. The average eligible expenditures per district is \$696K (range is from \$52K to \$6.5 million), and \$419 per student (range is from \$63 to \$1,178).

Doug mentioned that the majority of eligible dollars were being requested in instruction, with significant investments in support services. The categories for requests include the following -

- Instruction - \$16.6 million
- Support services - \$6.7 million
- Facilities Acquisition and Construction - \$1.0 million
- Operation Non-Instruction Services - \$0.1 million

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

(01:14:09)

Doug summarized the details of today’s batch of ESSER II plans, which will represent 35 school districts, and their total allocation is \$28.5 million, but they have only requested \$4.1 (14%) at this time. The average dollar amount (per district) that has been deemed eligible is \$696K, and eligible expenditures per student will be \$419.

The majority of eligible expenditures are focused in instruction, support services, facilities acquisition and construction, and operation of non-instruction services.

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

(01:19:25)

Doug restated that the KSDE review would like to avoid bringing any ineligible ESSER II expenditure requests to the Task Force, as they would like to work the requests out beforehand. USD 343 Perry Lecompton’s ESSER II expenditure plan totaled to \$250K, and the KSDE review team recommended \$241K of those requests eligible (97% of their request). Doug mentioned that the district was notified, and the district insisted on their requests being given to the Task Force for further discussion.

The specific request that was deemed ineligible for USD 343 Perry Lecompton was explained by Doug as reimbursement for extra duty pay for teachers who had been streaming their athletic content online for viewing. The KSDE review team did not see this explanation as eligible as it was explained as an extracurricular activity expense, which is not allowable under the federal guidelines.

Doug mentioned a few requests that are requiring follow-up with districts from KSDE, and some of the requests include the following –

Example 1:

“AED’s-7- To address health concerns of both students and staff who may have acquired heart issues due to COVID-19 and in preparation of community and visitors to the buildings, who may have developed heart conditions due to COVID.”

KSDE Rationale for Deeming Request Ineligible: Expenditure does not address an ESSER II allowable use.

Example 2: “FB Field Wireless Powerbeam and Wireless Access Point-to use camera system. Actual costs to install a wireless connection to the cameras at the football field to provide parents, relatives, and community to observe games while quarantining and promote social distancing by not having to attend the school activities.”

KSDE Rationale for Deeming Request Ineligible: Extra curricular costs are not an allowable use under ESSER II.

Example 3: “Hazard/Retention Stipend (all staff) [...] With over 110 known positive cases and 623 individuals determined to be close contact [...] it is clear that the staff put the needs of our students first while navigating a world-wide pandemic. While it could not have eliminated

learning loss, having our staff work in-person with students surely helped to lessen the learning loss caused by COVID and we hope to compensate them for this service.”

KSDE Rationale for Deeming Request Ineligible:

- Stipends for all staff members (bonuses) are not an allowable use under ESSER II.
- Description does not adequately provide the hazardous circumstances for each staff member receiving hazard pay; Hazard pay is an additional pay for performing hazardous duties or work involving physical hardship, in each case that is related to COVID-19.

The topic of bonuses are specifically mentioned in the law as not allowable. There are instances where a district can use ESSER II funds to pay an employee extra money as long as they can prove that the employee has gone “above and beyond” their normal work duties. The school district will need to provide time records of the employee going outside of their normal work hours to provide to auditors when they arrive.

ESSER II: Vote to Recommend Application Slate to the KSBOE - Doug Boline

Jason Winbolt made a motion to approve the slate of ESSER II applications as they were presented to the Task Force to provide recommendations to the Kansas State Board of Education, and Adam Thomas had seconded it. Motion carried (16-0). Adam Proffitt, Pat Pettey, and Brad Bergsma were not in the meeting at this time to vote on the motion.

MOTION
(01:26:09)

Next Steps and Plan for the May 14th Task Force Meeting – Tate Toedman

Tate Toedman walked through the next steps for the Task Force which consisted of the following –

(01:29:37)

- KSDE to incorporate any approved Task Force changes to eligibility determinations
- KSDE to finalize materials for State Board meeting on Tuesday
- State Board to give final approval to slate of recommendations
- KSDE to inform schools and service centers of reconsideration request determinations
- Next Task Force Meeting is scheduled for Friday, May 21st, 2021. There will not be a meeting on Friday, May 14th, 2021.
- There will also not be a Task Force meeting on Friday, May 28th, 2021.

ADJOURNMENT - Chairman Porter adjourned the meeting at 4:22 p.m. The next meeting will occur on Friday, May 21st at 3:00 p.m.

(01:31:38)



Commissioner's K-12 Relief Funds Task Force

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Task Force Meeting
May 21, 2021

Kansas leads the world in the success of each student.

Draft - Preliminary

Agenda for 5/21 Task Force meeting

3:00 to 3:05pm	Call to Order
3:05 to 3:15pm	EANS I: Status update and overview of change request process
3:15 to 3:25pm	ESSER II: Application status update
3:25 to 3:35pm	ESSER II: Summary & discussion of requests deemed eligible by KSDE
3:35 to 3:45pm	ESSER II: Discussion of requests deemed ineligible by KSDE
3:45 to 4:10pm	ESSER I: Emerging themes from initial quarterly ESSER reports (as of 3/31)
4:10 to 4:15pm	Next steps and plan for upcoming Task Force meetings



EANS I: Status update and overview of change request process



EANS status update

The State Board approved the Task Force's recommended slate of EANS I reconsideration requests on Tuesday, May 11

- Reconsideration requests were approved for 37 schools, with a total estimated value of \$1.3M
- Decisions have been communicated to the schools and service centers following the State Board decision
- In total, the value of all approved EANS I requests is \$22.6M, which represents 85% of the total \$26.7M EANS I amount

KSDE is developing a process for schools to submit change requests if they need to make minor adjustments to their approved EANS I expenditures

Any EANS I funds not accounted for will be included in the EANS II application process in August/September



Several guiding principles shape the EANS change request process

- **All guiding principles for EANS I eligibility should apply** equally to change request evaluation (i.e. eligible requests must comply with EANS I allowable uses and federal guidelines)
- Change request process should balance **flexibility given changing needs** with a **commitment to honoring the decisions made during the initial round**
 - The change request process is intended to address **minor adjustments** to cost/quantity for products/services that are **consistent with the intent of the original approved requests**
 - The change request process is **not** intended to address **new requests** not tied to a previously approved item
- Change requests for products/services that were **consistently deemed eligible during the initial round should typically not require additional approval beyond KSDE**
- Change requests should be **evaluated so long as EANS I funding is available; Change requests will not be accepted if all EANS I funding has been accounted for**



Change request process designed for minor adjustments of previously approved req

Scenario	Example	Change request required	Proposed degree of evaluation / approval	
No material change to product/service	Cost/quantity same or less	Request for a different brand cleaning product for the same net cost	⊗ Included in monthly reporting	N/A; No approval required — Included in monthly Service Center reporting to KSDE
	Cost/quantity increase	Request for a greater salary for an eligible certified teacher	✓	KSDE approval required ; KSDE may escalate for Task Force and State Board approval at its discretion
Material change to product/service (new request)	New request for 30 manipulative sets that were not previously requested		N/A – Change request not permitted at this time; school may apply in next round of funding (EANS II)	
	Request to replace an existing request for professional development with a new request for sanitization supplies			



Backup | Allowable and non-allowable change request examples

	Original request	Requested change	
Actual request from 5/7 TF	Teacher to support the increase of students in the learning center for extra support that are experiencing learning loss due to remote learning.	Increase teacher's annual base salary from \$40k to \$49k to match current salary scale for the staff member who will fill this position	<div style="border: 1px solid black; padding: 5px;"> <p>New requests are not addressed through the change request process and will be deferred to EANS II</p> </div>
	4 gallons of bleach to disinfect shared manipulatives to mitigate the spread of COVID in the classroom.	Increase the amount of bleach to 7 gallons total given the initial request proved to be an underestimate in practice	
	<i>N/A – not tied to a previously requested item</i>	A new request for a certified teacher to provide after-school tutoring to address learning loss	
Illustrative	100 laptops to support a summer school program that addresses learning loss due to remote learning.	Given a lower number of students than anticipated have registered for summer school, we request a reduced number of laptops and would like to repurpose a portion of those funds for a new request of masks for the student body to mitigate the spread of COVID during in-person instruction	

Change request process involves varying levels of approval based on the scenario



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



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



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



KSDE provides the Task Force visibility into types of changes made by schools during monthly EANS reporting read-outs

Schools will submit change requests to KSDE using a simple email template

Instructions: Please fill out the specified information below to indicate the school information and contact information

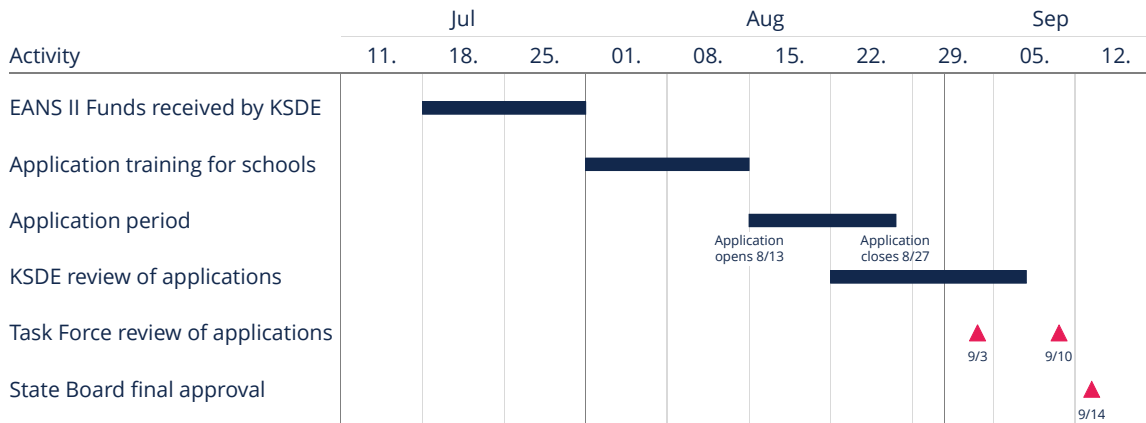
Building number	School name	Primary contact name	Primary contact email	Primary contact phone number
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Instructions: Please fill out the specified information below in relation to the requested change(s), dedicating one row per change request. Please do not include information in the "Requested total value" column. The EANS I change request process is intended for minor adjustments to previously approved products and services to better address a current COVID need. The EANS I change request process is not intended for new requests that have not been previously approved for the Kansas EANS I program; such requests will be deferred to EANS II.

Request ID	Change requested and rationale for change requested	Original approved value (\$)	Requested total value (\$) (For KSDE use only)	Other comments
<small>The request ID can be found in the EANS I Determination document the school received from KSDE</small>	<small>Please describe what specific change the school would like to request (e.g., change in product brand, increased salary, reduced quantity, etc.) and the rationale for the change</small>			<small>Please provide any additional information not captured in the previous columns</small>



Tentative EANS II timeline planned in line with federal timing requirements & constraints



ESSER II Application status update



ESSER II status update

126 out of 286 (44%) ESSER II plans submitted; 68+ additional ESSER II plans currently in progress (as of May 20, 5pm CT)

55 ESSER II plans previously approved by KSBOE in 5/11 meeting; 71 ESSER II plans projected to be reviewed in the current slate

34 ESSER II plans included in this week's batch; goal is to review all applications submitted by 5/21 for 6/8 KSBOE meeting

- 34 applications from districts representing 57k students
- 474 individual budgeted expenditures with all but one recommended as eligible by KSDE, totaling a value of \$25.7M
- 34 ESSER II plans will be reviewed during today's meeting and will be included in the final slate voted on during the 6/4 Task Force meeting to be recommended to the State Board for approval on 6/8



ESSER II Update | 34 plans being reviewed in 5/21 Task Force meeting

Data as of: May 20, 5pm CT



States of plans previously approved by State Board

55 plans

\$34.5M

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

0 plans

\$0.0M

Batch of plans being reviewed today

34 plans

\$25.7M

Submitted plans that will be reviewed in future batches

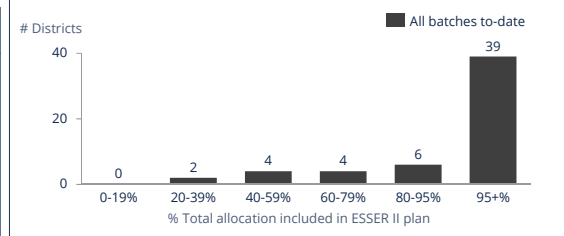
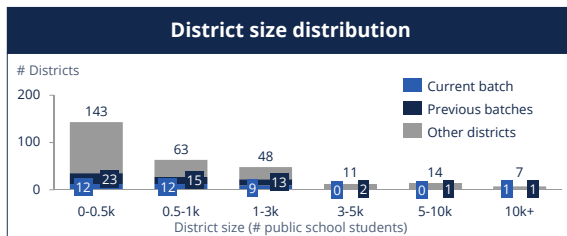
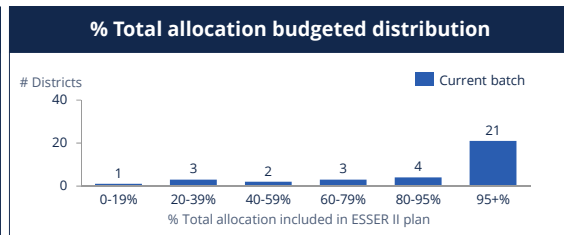
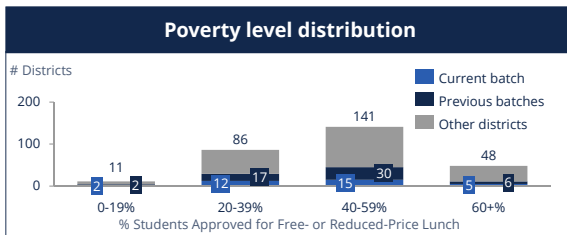
37 plans

Plans that have not yet been submitted

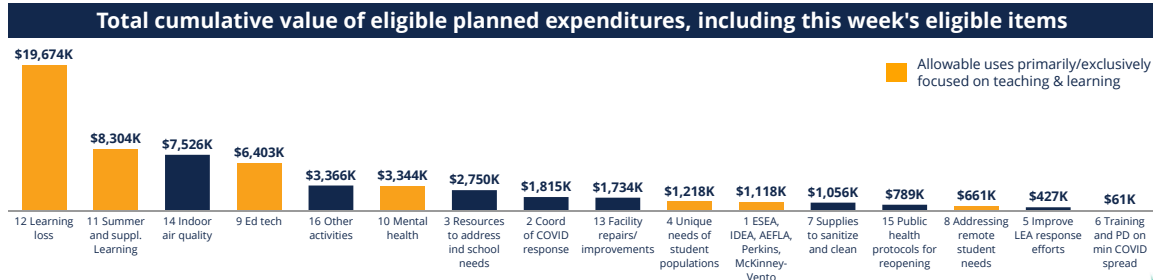
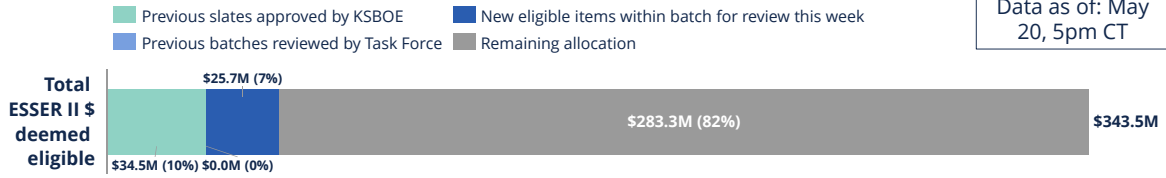
160 plans

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

Data as of: May 20, 5pm CT



Cumulative ESSER II program summary | 18% of total ESSER II allocation (\$60.2M) has been reviewed to date



Note: Allowable use categorization is displayed based on district reporting

Procedure | Today's meeting will primarily focus on ~\$25.7M of requests from 34 districts

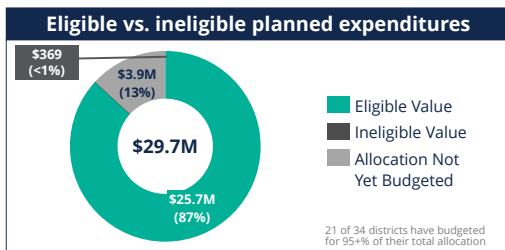
Draft - Preliminary

- KSDE staff will present a **summary of requests deemed eligible** by KSDE reviewers
- **Task Force members can ask questions and share comments**; if a Task Force member would like to propose a change to the recommendation, the **change would be subject to a majority vote** of the Task Force
- **Slate of reviewed requests** from today (including any approved changes) will be included along with requests reviewed on 6/4 in **final slate for Task Force approval** at the conclusion of the 6/4 meeting

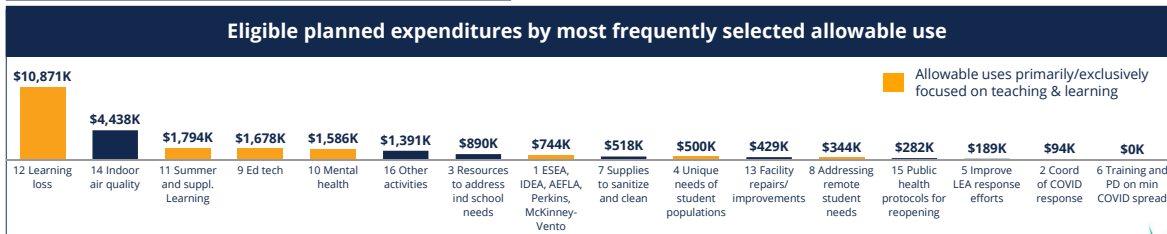
Summary & Discussion of Requests Deemed Eligible by KSDE

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

Data as of:
May 20, 5pm CT



Average eligible expenditures per district	Eligible planned expenditures per student <i>Over total length of plan</i>
\$757K	\$454
Range: \$37K - \$10,564K	Range: \$34 - \$1,388



Note: Data reflects the 34 completed reviews included in the pre-read for the 5/21 Task Force meeting; Allowable use categorization is displayed based on district reporting



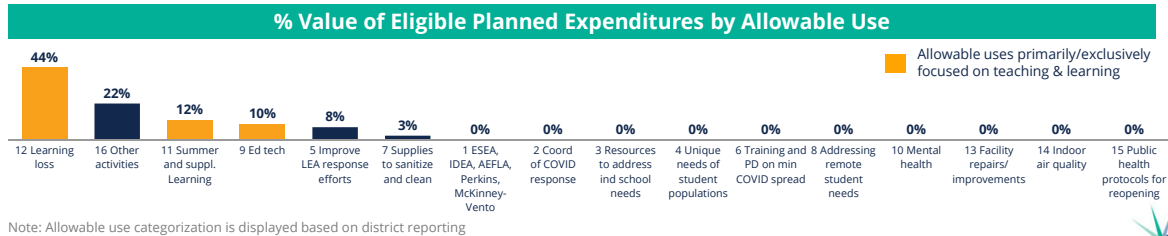
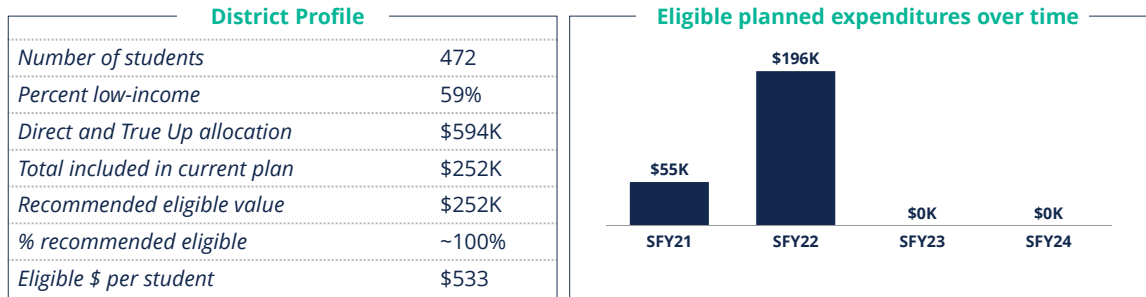
Any questions or comments on eligible requests shared in the pre-read?



Discussion of requests deemed ineligible by KSDE



USD 430: South Brown County | Profile and value breakdown



USD 430: South Brown County | Plan summary

ESSER II Plan Summary

"USD 430 has created and will implement a new summer school program, "Ride the Wave", for students in K-6 grades. Summer school will be held weekday mornings during the month of June. Each day, students will work with certified teachers with paraprofessional support on reading and math intervention or enrichment as well as social emotional learning. Each day will also include a fun camp activity for students to enjoy. Students will also receive breakfast and lunch while at the building. Transportation to and from school will be available. Elements of our current SEL program - Lions Quest will be used and supplemented with the Leader in Me principles. A school nurse will also be on duty during anytime students are on campus.

In order to address the need to socially distance our classrooms and to have the ability to move to an outdoor classroom environment when needed, we will be purchasing Interactive Clear Touch boards for our classrooms. This additional technology will allow greater movement within our district buildings and greenspace.

For our high school students, we will purchase an expanded Edgenuity plan for credit recovery. The Edgenuity schedule will be flexible for each student's needs, a tutor also will be available for assistance.

In addition to our summer school offerings, we are looking forward to Fall 2021. Our 5-12 band instruments will be deep cleaned, purchasing materials for our middle school Intro to Agriculture course, and training for our new Reading Intervention materials will be completed. We are also looking to add a few positions within the district to meet the needs of our staff and students. The first position will be an Instructional Coach - a position working with our staff. The others will be Student Interventionists - one for each of our district buildings."

USD 430: South Brown County | Ineligible line-items

Ineligible planned expenditures - Total value: \$369

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$369	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse to cover the costs for live streaming activities	Streaming extracurricular events is not an ESSER allowable use. KSDE advised the applicant that the expenditure would be recommended as ineligible, and the applicant understood and would like to move forward with the request.



Federal guidance outlines two requirements for additional pay to be allowable using ESSER II funds

1

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

&

2

The additional pay **must be committed prior to the additional duties being performed** and may not be committed retroactively to pay for duties already performed



1

Additional pay must be for activities that are above and beyond each individual's contractual job responsibilities

"Workforce **bonuses** other than **hazard pay** or **overtime**" are cited by the US Treasury as an example of "costs that would not be eligible expenditures of payments from the Fund"



Overtime

Overtime means additional pay for **performing specific duties outside of agreed-upon job requirements or job hours**



Hazard pay

Hazard pay means additional pay for **performing hazardous duty or work involving physical hardship** that is directly related to COVID-19



Bonus

A bonus means additional pay that is **not necessarily tied to any specific duties outside of contractual job responsibilities**; typically used to express gratitude, award performance, and/or support retention

Source: US Treasury, Federal Register Vol. 86 No. 10, January 2021, https://home.treasury.gov/system/files/136/CRF-Guidance-Federal-Register_2021-00827.pdf



2

Additional pay must be committed prior to the additional duties being performed



Reimbursement

Reimbursement for overtime / hazard pay **expenses that were previously incurred** prior to the submission of the request



Future payment

Commitment to utilize funds for cost of overtime / hazard pay for **future additional duties not yet performed**



Retroactive payment

Retroactive overtime / hazard pay expenditures committed or incurred **after the additional duties were already performed**

Citations:

"(e) Special considerations. Special considerations in determining allowability of compensation will be given to any change in a non-Federal entity's compensation policy **resulting in a substantial increase in its employees' level of compensation (particularly when the change was concurrent with an increase in the ratio of Federal awards to other activities)** or any change in the treatment of allowability of specific types of compensation due to changes in Federal policy."

"(f) Incentive compensation. Incentive compensation to employees based on cost reduction, or efficient performance, suggestion awards, safety awards, etc., is allowable to the extent that the overall compensation is determined to be reasonable and such **costs are paid or accrued pursuant to an agreement entered into in good faith between the non-Federal entity and the employees before the services were rendered**, or pursuant to an established plan followed by the non-Federal entity so consistently as to imply, in effect, an agreement to make such payment."

Source: 2 CFR 200.430(e)-430(f). Compensation – personal services.



Backup | Illustrative examples of additional payments that would be allowable under ESSER II funding

Illustrative

Request to use ESSER funds for **overtime pay** for **3 teachers** who will be **dedicating additional time toward planning** after-school tutoring sessions to address learning loss

Request to use ESSER funds to **reimburse the district for overtime pay** it **previously committed and paid to 2 teachers** to **monitor students** in their classroom **during a duty-free lunch** to facilitate social distancing among students through the use of the additional classroom

Request to use ESSER funds to **reimburse the district for hazard pay** it **previously committed and paid to 5 food service workers** to **serve meals to remote students** during a local spike in coronavirus cases



ESSER I: Emerging themes from initial quarterly ESSER reports



CRF and ESSER I report
March 2020 – March 2021

Summary of key report takeaways

In the first year of the COVID-19 pandemic, Kansas public and private school districts had to manage the crisis of protecting student learning across changing learning environments

- The vast majority of districts changed learning environments at least twice - from in-person to remote (in spring 2020) and from fully remote to partially remote/hybrid or in-person (in fall 2020)
- Continuing to provide support for students in both remote and in-person learning environments drove significant incremental costs

Districts focused CRF and ESSER I funding on the immediate need to ensure continued learning

- Reported CRF and ESSER I expenditures as of March 31, 2021, totaled \$140M and were largely focused on **educational technology** (37%), **supplies to sanitize and clean** (24%), and **general operations** (21%)

Subsequent funding (EANS I, EANS II, ESSER II, ESSER III) will be critical in addressing medium-term COVID education needs in the coming years (e.g. learning recovery, continued school health & safety)

NOTE

- **Data is preliminary** – finalized outputs will be included in the CRF and ESSER I report, but overall trends are not expected to change
- **All data is self-reported by districts**; data has been reviewed for completion / integrity and major discrepancies have been resolved by KSDE

Almost all districts have operated in both remote/hybrid and in-person settings since spring 2020

Most districts returned to full-time in-person learning in fall 2020...

Districts

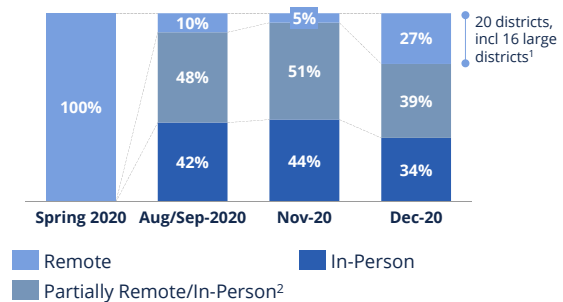
286 All districts transitioned to **remote learning** from March through the end of the 2019-2020 school year

242 85% of districts **returned to in-person learning** in August 2020

57 20% of districts **switched learning environments 1-2 times** during fall of 2020

...but most students remained in remote/hybrid learning environments

% of students represented by districts in each learning environment



1. Large districts defined as districts with 829-47k students; the 16 large districts that were remote in Dec-20 represent 127K students (27% of total students)
 2. Includes districts with in-person in some grades but not all, districts with remote in some grades but not all, and districts with hybrid learning in some/all grade levels

The pandemic has driven incremental near-term needs and costs across the state

Immediate and near-term needs | March 2020 – March 2021

Spring and Fall 2020

Stand up remote/hybrid learning capabilities

- Educational technology (devices and accessories)
- Connectivity (wifi hotspots, internet stipends)
- Software (digital curriculum licenses)

Fall 2020 and Spring 2021

Reopen schools safely to minimize disease spread

- Sanitation and cleaning supplies
- Staff and student health supplies (masks, thermometers)
- Social distancing costs (additional facilities, barriers, staff to teach students in smaller groups)
- Staff to facilitate safe reopening (nurses, custodians)

Spring 2020 – Spring 2021

Protect student learning time and provide social-emotional support for students and staff

- Staff and supplies to provide additional learning time, including afterschool programming, summer school, extended school years, and tutoring
- Mental health support for students and staff, including counselors, programs, and outreach

CRF and ESSER I were the incremental PreK-12 funding sources during the first nine months of the pandemic

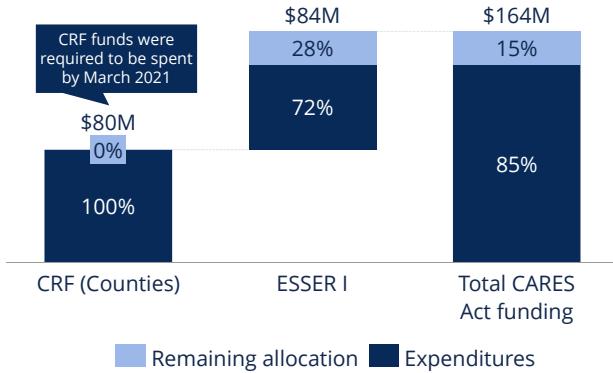
	Coronavirus Relief Fund (CRF)	ESSER I Direct Allocation	ESSER I SPED
Summary	SPARK funding allocated to districts by counties to address COVID-related needs; statewide reporting required along a set of eight use cases: <ul style="list-style-type: none"> • Ed tech • Connectivity • Building/ space modifications • Payroll • PPE • Disinfecting costs • Other - reopening measures • Other - distance learning 	Federal funding directly for districts that flowed through KSDE , for use across a set of 15 federal allowable uses including: <ul style="list-style-type: none"> • Ed tech • Mental health • Summer/extended learning • Preparing for reopening • Facility/air quality improvements • Support for special populations (e.g., students experiencing homelessness, foster care youth) 	Federal funding at KSDE's discretion that KSDE allocated to districts for special education purposes , for use along the same set of allowable uses as the Direct Allocation
Spend deadline	Originally December 31, 2020; later extended to March 1, 2021	September 30, 2022	September 30, 2022
Total allocation	\$80M	\$76M	\$8M

CRF and ESSER I funding was deployed rapidly to enable districts to confront the immediate and near-term costs caused by COVID

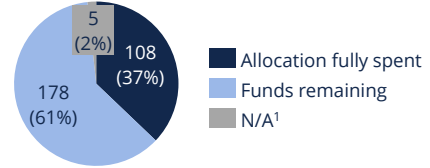
Preliminary

100% of CRF and 72% of ESSER I funds have been spent as of March; 108 districts have used full direct allocation

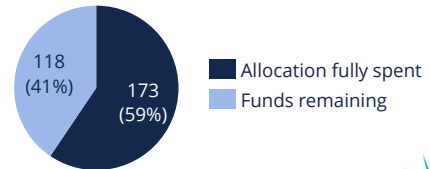
% dollars spent vs. remaining allocation across CARES Act funding



ESSER I: Number of districts that have spent all of their direct allocation¹

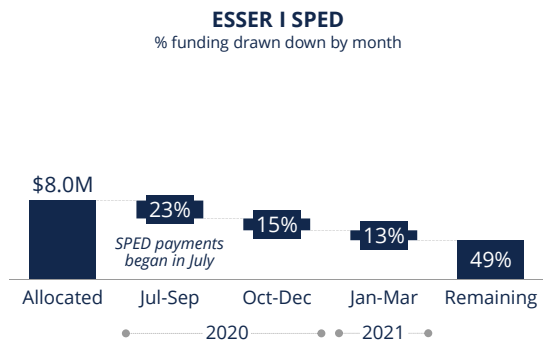
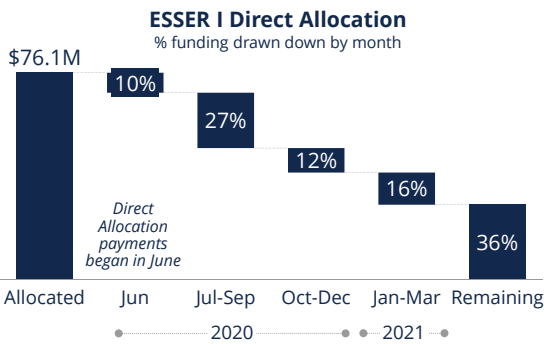


ESSER I: Number of districts that have spent all of their SPED allocation¹



1. Includes 5 interlocals that did not receive a direct allocation (marked as "N/A"), but did receive a SPED allocation

Backup: ESSER I district draw downs by month



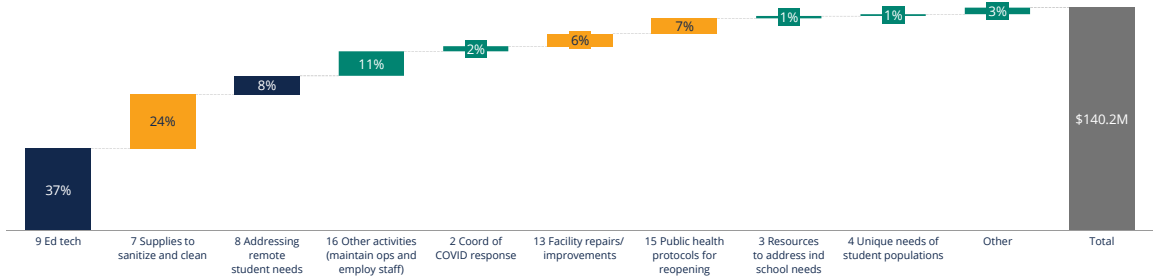
Due to CRF's original spend deadline of December 2020 and ESSER I's spend deadline of September 2022, most districts spent CRF funding first and spread out ESSER I spend over time

Note: Draw downs capture the payments made from KSDE to districts after districts request funding for reimbursements or estimated expenditures and are different from reported expenditures captured in the CRF and ESSER I reports - draw down totals through March 2021 lag behind reported expenditures through March 2021; Draw downs for personnel may only be requested to reimburse payroll expenses over time (not a lump sum at the beginning of employment)

Preliminary

From March 2020 to March 2021, districts focused funds on ensuring continuity of learning

Expenditures by allowable use
 Note: ESSER I allowable uses were self-reported by districts, and CRF funding was grouped into the most similar allowable use; some expenditures may fall into other allowable uses not selected



\$63M (45%) Expenditures for remote learning

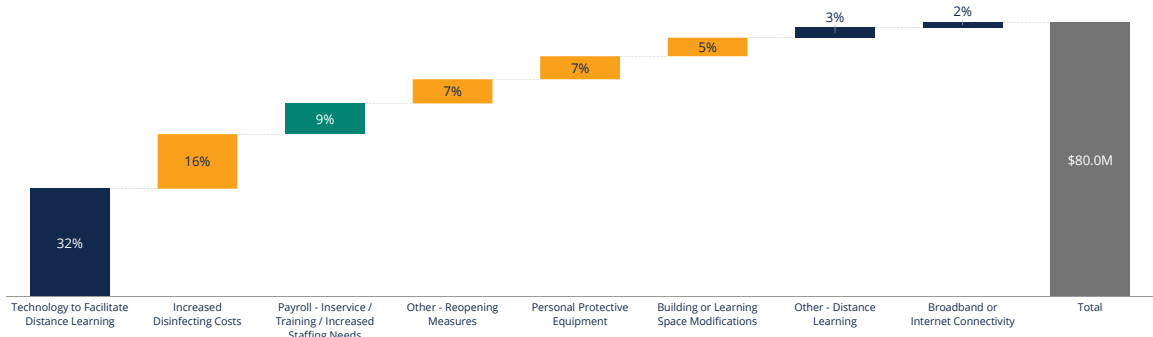
\$52M (37%) Expenditures for in-person learning/reopening

\$25M (18%) General operations and student support expenditures

1. Other includes ESEA activities (1%), improve LEA response efforts (1%), summer and suppl. learning (1%), IDEA activities (0.3%), learning loss (0.3%), indoor air quality (0.2%), training and PD on min COVID spread (0.2%), mental health (0.2%), McKinney-Vento activities (0.0%) Note: Categorization based on self-reported function/object codes and allowable uses from districts; data includes CRF, ESSER I direct allocation expenditures, and ESSER I SPED expenditures

Preliminary

CRF: Breakdown of expenditures across CRF expenditure categories



\$36M (45%) Expenditures for remote learning

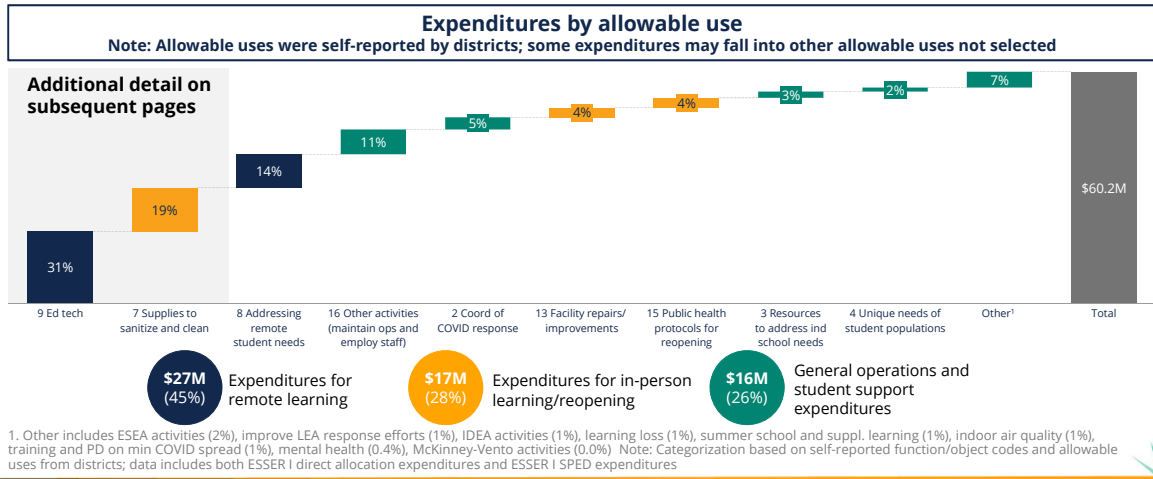
\$35M (44%) Expenditures for in-person learning/reopening

\$9M (11%) General operations and student support expenditures

Source: District survey of CRF expenditures by category as of March 2021 (gathered by the Kansas Office of Recovery)

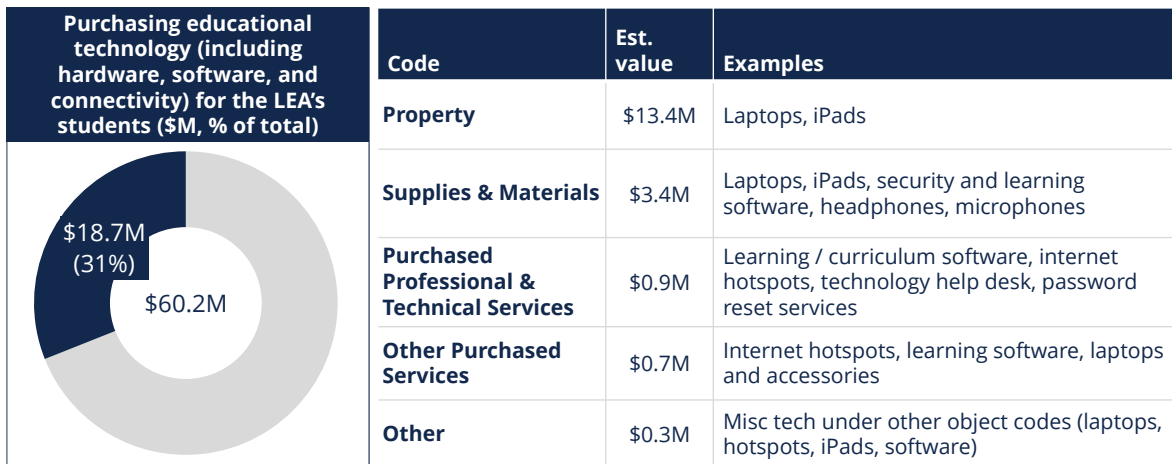
Preliminary

ESSER I: Breakdown of expenditures across ESSER allowable uses



Preliminary

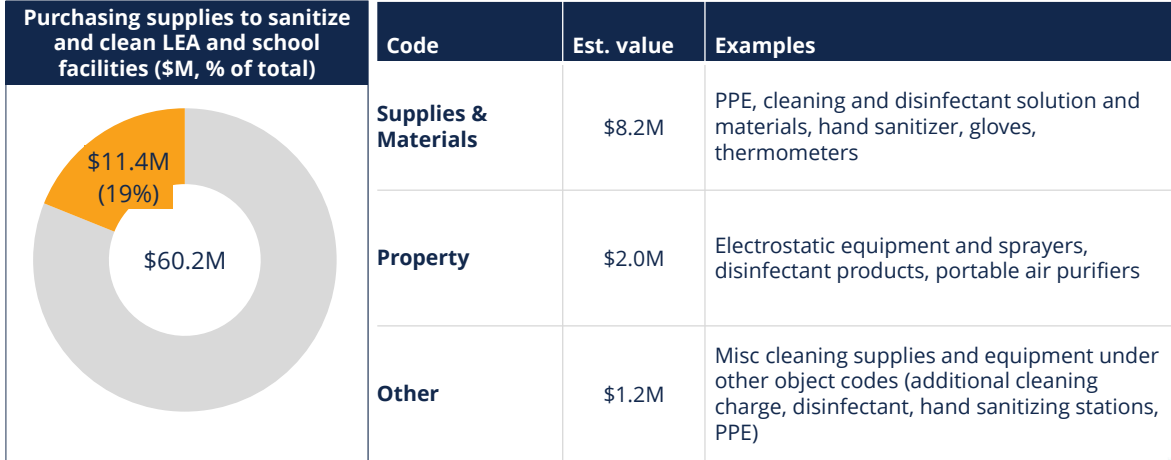
Districts spent \$19M on devices and software to ensure continued learning while remote/hybrid...



Note: Categorization based on self-reported function/object codes and allowable uses from districts; data includes both ESSER I direct allocation expenditures and ESSER I SPED expenditures

Preliminary

...and prepared for school reopening by using \$11M to protect students/staff and clean facilities

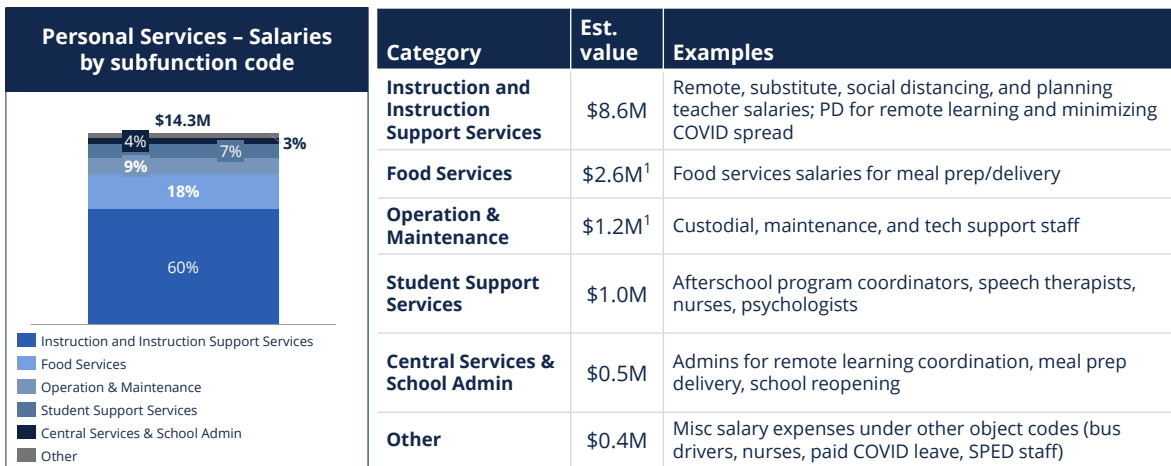


Note: Categorization based on self-reported function/object codes and allowable uses from districts; data includes both ESSER I direct allocation expenditures and ESSER I SPED expenditures



Preliminary

Personnel deep dive: primary costs directly related to instruction; student/facility support staff also added



1. Largest line item in Operations and Maintenance was for food services workers (\$1.1M); moved expenditure amount into Food Services subfunction Note: Categorization based on self-reported function/object codes from districts; data includes both ESSER I direct allocation expenditures and ESSER I SPED expenditures



Preliminary

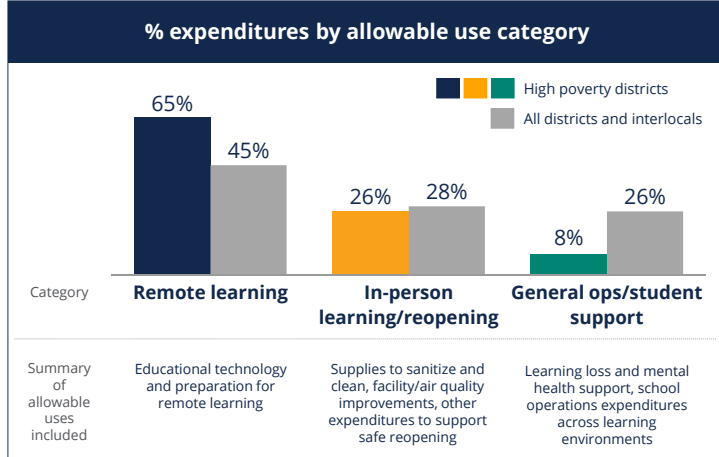
High poverty districts focused more of their spend on remote learning than other districts

Profile of high poverty districts
Based on % students approved for free or reduced price lunch

- Wichita (47K)
- Kansas City (22K)
- Topeka (12K)
- Dodge City (7K)
- Liberal (5K)
- Coffeyville (2K)
- Golden Plains (171)
- Chase-Raymond (150)
- Elk Valley (117)
- Hamilton (56)

% Districts in Remote/Hybrid Learning Environment

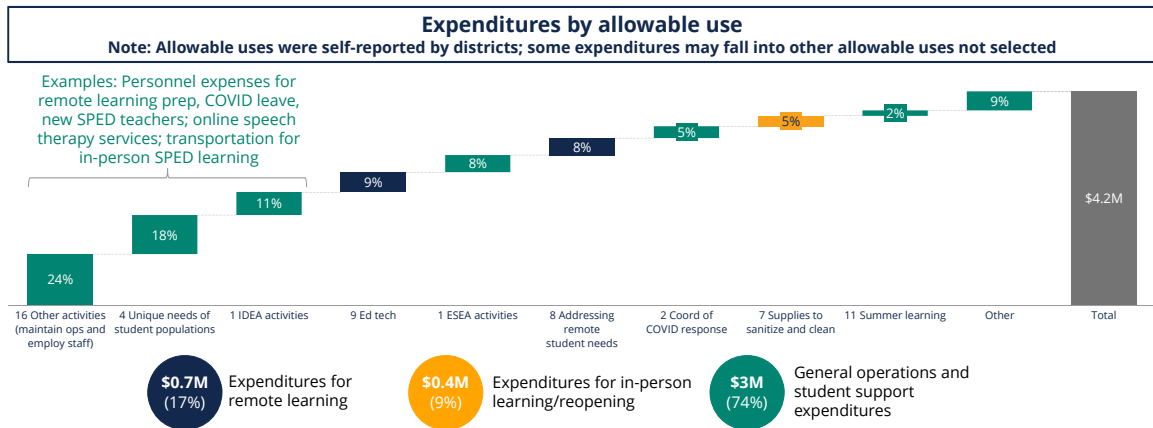
	Aug-20	Nov-20	Dec-20
High poverty distr. 10 districts	50%	60%	70%
Total 291 districts and interlocals	15%	14%	21%



Note: Categorization based on self-reported function/object codes and allowable uses from districts; data includes both ESSER I direct allocation expenditures and ESSER I SPED expenditures

Preliminary

ESSER I SPED: districts were able to focus SPED funding on general operations and student support



1. Other includes improve LEA response efforts (2%), learning loss (2%), public health protocols for reopening (2%), facility repairs/improvements (2%), mental health (1%), resources to address ind. school needs (1%), training and PD on min COVID spread (0.2%), and indoor air quality (0.02%)

As learning environments stabilize, districts are shifting their focus to medium-term relief and recovery needs

Medium-term needs | April 2021 -



Prioritize academic and social-emotional learning recovery for students and staff

- Staff and supplies to provide additional learning time, including afterschool programming, summer school, extended school years, and tutoring
- Mental health support for students and staff, including counselors, programs, and outreach



Maintain safe in-person learning environments

- Sanitation and cleaning supplies
- Staff and student health supplies (masks, thermometers)
- Social distancing costs (additional facilities, barriers, staff to teach students in smaller groups)
- Staff to facilitate safe in-person learning (nurses, custodians)

Future rounds of federal COVID funding (EANS I, EANS II, ESSER II, ESSER III) are critical to address these medium-term COVID needs; ESSER III funding may be used through September, 2024



Next steps and plan for 6/4 Task Force meeting



Next Steps

- KSDE to incorporate any approved Task Force changes to eligibility determinations
- KSDE to complete review of next batch applications, following up with districts as appropriate
- Pre-read of reviewed applications for Task Force will be provided on Wednesday, 6/2; KSDE to prepare materials for next week's Task Force meeting on 6/4
- **No Task Force meeting on 5/28**
- **Next Meeting (6/4):** Task Force meeting focused on reviewing and voting on second slate of ESSER II applications in advance of KSBOE meeting



Thank You



15 Authorized Uses for ESSER II Funds

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p>1. 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.)</p>	<ul style="list-style-type: none"> • Expand Title 1 Program for learning loss. • Add staff to lower class sizes for COVID-related safety. (Cohorting, increasing physical space, etc.) • Create additional family engagement activities – surveys, etc. to provide feedback for program development. (Making connections outside of school hours.) • Establish a safe in-person environment for a limited number of students most in need of in-person support, even while most of the district may be remote. • Provide personal protective equipment and other resources to safely, send teachers to work with students in the home, when appropriate.
<p>2. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>	<ul style="list-style-type: none"> • Assign staff to attend coordinating meetings. • Meet regularly with county health officials and emergency management staff. • Share resources and facilities with county health officials and emergency management staff.
<p>3. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</p>	<ul style="list-style-type: none"> • Provide professional development on leading during a pandemic, addressing learning loss, etc. • Provide professional development on addressing mental health for staff and students. • Provide health care training for administrators and school leaders. • Develop remote learning strategies. • Provide training for communicating with parents, staff, and students during remote learning.

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p>4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.</p>	<ul style="list-style-type: none"> • Locate disengaged students and make sure they have access to education. • Connect families with community resources. • Translate materials for families. • Establish a safe in-person environment for a limited number of students most in need of in-person support, even while most of the district may be remote. Hold classes at different hours of the day to accommodate unusual family schedules. • Provide meals (sack lunches) for students who cannot safely come to school.
<p>5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<ul style="list-style-type: none"> • Pay staff for time outside of their contract to develop and implement necessary procedures in response to a health emergency, i.e. health protocols, mitigation of virus, cohorting procedures.
<p>6. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</p>	<ul style="list-style-type: none"> • Bring in health departments and other community health professionals to provide professional development on mitigation efforts, training on how to use tools/ technology, etc. • Train all school staff on appropriate sanitation. • Share school staff training with staff from other agencies such as hospitals, nursing homes, businesses, retail stores, etc. • Share school sanitation protocol training with parents.
<p>7. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.</p>	<ul style="list-style-type: none"> • Purchase additional supplies or specialty equipment necessary to mitigate the virus within school buildings. • Purchase personal protective equipment; face masks, shields, gowns, gloves, etc.
<p>8. 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.</p>	<ul style="list-style-type: none"> • Provide for the excess costs associated with nutritional services – delivery, additional distribution locations, additional sanitation protocols/equipment. • Provide remote learning sites, internet hotspots, etc. • Provide meals (sack lunches) for students who cannot safely come to school. • Provide training for parents, staff, and students on use of technology. • Provide training for parents, staff, and students on remote learning practices and strategies.

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p>9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served 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.</p>	<ul style="list-style-type: none"> • Purchase additional technology such as tablets, laptops, screen readers etc. for remote teaching and remote learning. • Increase broadband for schools. • Purchase offsite internet security software to protect students and equipment. • Hire IT staff to implement and support additional technology. • Provide mental health services and supports.
<p>10. Providing mental health services and supports.</p>	<ul style="list-style-type: none"> • Contract with mental health agencies to provide counseling, social services, and access to mental health professionals for staff and students in response to COVID-19. • Provide professional development for counselors and social workers. • Develop and implement early warning systems/screeners to identify staff and student mental health needs. • Work with local mental health professionals to train school staff on mental health issues to watch for in students, staff, and parents; as well as how to respond appropriately.
<p>11. Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.</p>	<ul style="list-style-type: none"> • Cover additional salaries/expenses for staff, utility bills, etc. associated with summer extended learning. • Cover expenses associated with providing student transportation to summer learning programs. • Cover expenses associated with additional learning materials to address specific needs created by or as a result of the pandemic. • Implement effective and impactful summer learning programs and after-school programs: Team teach, small classes, varied timeframes, curriculum tied to field trips and hands-on activities, multi-age student groupings, cross curricular instruction, etc.

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p>12. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by —</p> <ol style="list-style-type: none"> Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. Implementing evidence-based activities to meet the comprehensive needs of students. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. Tracking student attendance and improving student engagement in distance education. 	<ul style="list-style-type: none"> Purchase screeners or assessments to help identify student learning loss. Provide tutoring services to students. Host parent camps – provide technology training, curriculum explanation/ training, etc. Extend the length of the school year. Add more breaks if necessary. Purchase curriculum targeted toward areas in which students have fallen behind.
<p>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.</p>	<ul style="list-style-type: none"> Install plexiglass dividers and shields for classrooms, libraries, cafeterias, etc. Replace non-opening windows with windows that open. Contract an audit of district, pandemic safety protocols. Create signage related to pandemic safety protocols, i.e. one-way traffic flow in cafeteria, library, etc. Remodel space to create more classrooms to allow smaller, socially distanced class sizes. Lease space in community buildings to allow smaller, socially distanced class sizes.

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p>14. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.</p>	<ul style="list-style-type: none"> • Upgrade filtration/HVAC systems for better air flow and outdoor air circulation. • Contract for an audit of HVAC systems. • Improve air filtering systems • Add air purification systems
<p>15. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.</p>	<ul style="list-style-type: none"> • Payments for already contracted services that can't be used due to the pandemic – i.e. school bus services. • Payments of salaries for staff whose duties can't be performed when schools are in remote learning environments. • Payment of salaries for staff who are afflicted by COVID or underlying health conditions that prohibit them from working and the staff member has no remaining sick leave – hazard pay. • Payments for additional staff duties or risks that are due to additional COVID-19 related duties. NOTE: Bonuses are explicitly prohibited. • Payment for substitute teachers necessary due to staff members being quarantined. • Hire additional nurses, custodians, counselors, social workers, teachers, cooks, IT staff. All additional staff must be related to needs caused by COVID.

For more information, contact:

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ESSER II Plan Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Public School Students	% Students Approved for Free- or Reduced-Price Lunch	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student
1	101	Erie-Galesburg	433	54%	\$ 601,062	\$ 601,062	100%	\$ 601,062	100%	\$ 1,388
2	102	Cimmaron-Ensign	646	47%	\$ 277,404	\$ 277,404	100%	\$ 277,404	100%	\$ 429
3	107	Rock Hills	340	51%	\$ 295,743	\$ 295,743	100%	\$ 295,743	100%	\$ 870
4	203	Piper-Kansas City	2,498	17%	\$ 739,779	\$ 645,641	87%	\$ 645,641	100%	\$ 258
5	205	Bluestem	490	43%	\$ 265,659	\$ 265,659	100%	\$ 265,659	100%	\$ 542
6	212	Northern Valley	127	47%	\$ 109,475	\$ 105,962	97%	\$ 105,962	100%	\$ 834
7	215	Lakin	637	52%	\$ 478,839	\$ 478,839	100%	\$ 478,839	100%	\$ 752
8	242	Weskan	103	32%	\$ 36,765	\$ 36,765	100%	\$ 36,765	100%	\$ 357
9	246	Northeast	454	71%	\$ 582,331	\$ 582,331	100%	\$ 582,331	100%	\$ 1,283
10	249	Frontenac Public Schools	942	38%	\$ 414,589	\$ 382,012	92%	\$ 382,012	100%	\$ 406
11	258	Humboldt	757	36%	\$ 419,308	\$ 112,668	27%	\$ 112,668	100%	\$ 149
12	263	Mulvane	1,762	40%	\$ 781,646	\$ 780,280	100%	\$ 780,280	100%	\$ 443
13	281	Graham County	394	57%	\$ 263,016	\$ 171,884	65%	\$ 171,884	100%	\$ 436
14	315	Colby Public Schools	940	38%	\$ 418,446	\$ 418,446	100%	\$ 418,446	100%	\$ 445
15	316	Golden Plains	171	76%	\$ 185,920	\$ 185,920	100%	\$ 185,920	100%	\$ 1,087
16	320	Wamego	1,564	26%	\$ 573,379	\$ 573,379	100%	\$ 573,379	100%	\$ 367
17	323	Rock Creek	1,178	23%	\$ 348,713	\$ 166,486	48%	\$ 166,486	100%	\$ 141
18	332	Cunningham	183	37%	\$ 77,193	\$ 77,193	100%	\$ 77,193	100%	\$ 422
19	336	Holton	1,070	37%	\$ 558,548	\$ 536,391	96%	\$ 536,391	100%	\$ 501
20	337	Royal Valley	824	46%	\$ 446,632	\$ 375,230	84%	\$ 375,230	100%	\$ 455
21	338	Valley Falls	386	35%	\$ 134,927	\$ 43,259	32%	\$ 43,259	100%	\$ 112
22	361	Chaparral	775	63%	\$ 701,075	\$ 701,075	100%	\$ 701,075	100%	\$ 905
23	363	Holcomb	923	53%	\$ 566,054	\$ 348,161	62%	\$ 348,161	100%	\$ 377
24	364	Marysville	790	47%	\$ 504,336	\$ 461,573	92%	\$ 461,573	100%	\$ 584
25	366	Woodson	421	59%	\$ 440,172	\$ 440,172	100%	\$ 440,172	100%	\$ 1,046
26	380	Vermillion	573	28%	\$ 213,147	\$ 213,147	100%	\$ 213,147	100%	\$ 372
27	396	Douglass Public Schools	636	36%	\$ 255,440	\$ 251,917	99%	\$ 251,917	100%	\$ 396
28	404	Riverton	677	51%	\$ 481,549	\$ 339,318	70%	\$ 339,318	100%	\$ 501
29	430	South Brown County	472	59%	\$ 593,626	\$ 252,009	42%	\$ 251,640	100%	\$ 533
30	445	Coffeyville	1,730	77%	\$ 2,303,652	\$ 2,303,652	100%	\$ 2,303,652	100%	\$ 1,332
31	458	Basehor-Linwood	2,863	12%	\$ 729,150	\$ 95,976	13%	\$ 95,976	100%	\$ 34
32	465	Winfield	2,147	51%	\$ 1,767,075	\$ 1,767,075	100%	\$ 1,767,075	100%	\$ 823
33	470	Arkansas City	2,747	68%	\$ 2,531,321	\$ 896,849	35%	\$ 896,849	100%	\$ 326
34	512	Shawnee Mission Pub Sch	26,028	33%	\$ 10,564,463	\$ 10,564,463	100%	\$ 10,564,463	100%	\$ 406
Total			56,681	38%	\$ 29,660,434	\$ 25,747,940	87%	\$ 25,747,571	100%	\$ 454

Kansas CommonApp (2020)

1580-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

101_Erie/Galesburg_ESSER II Plan_0428



byRIPXrM

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 101 Erie/Galesburg
Applicant / Mailing Address	
205 S. Main	
Erie, KS 66733	
Applicant / First and Last Name of Owner, CEO, or Executive Director	TROY DAMMAN
Applicant / Email Address of Owner, CEO, or Executive Director	tdamman@usd101.com
Applicant / Phone Number	620-244-3264

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	Erie/Galesburg
District Number	101

Mailing Address | Street Address | 205 s main

Mailing Address | City | Erie

Mailing Address | Zip Code | 66733

Authorized Representative of the District | Name | Troy Damman

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | tdamman@usd101.com

Authorized Representative of the District | Phone Number | +16202443264

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.

For the most part, the impacts of COVID-19 have been equal among all of our PreK-12 students including all special groups. The higher impacts of the virus have been centered around the social emotional needs because of the reduced socialization and separation of students and their families with others. The remote education and reduction of interaction among peers have caused individuals to become more introverted and withdrawn from the learning environment. This has forced teachers to focus more attention to individuals with their instruction rather than the group and allowing for group interaction. In the early stages of the virus, there were restrictions for extra-curricular activities and this too discouraged students from focusing on academic needs. Once the ban on activities was lifted, it gave students a higher motivation knowing that they could participate in activities if they did well with their academics.

We believe that the combination of teachers focusing more with specific areas of their instruction and allowing students to participate in activities, have allowed our students to regain their level of education. The results from our assessment scores demonstrated that there was a slight gain from the previous year that supported our theory.

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

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

Our district has \$33,795 remaining in our ESSER I funds as of the date of this application. It is our intent to purchase cleaning supplies that will finish out the current fiscal year and help to start the beginning of the 2021-2022 school year. We anticipate having to purchase more supplies as the year progresses. We are also using some of the remaining funds to support student services that will be provided by Greenbush. The final remaining funds will be used to purchase technology needs to begin the 2021-2022 school year and to support upgrading the HVAC system in the elementary and middle school buildings. ESSER II funds will provide the bulk of the HVAC upgrade.

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

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

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

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

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

Our ESSER II funds will directly impact our student needs as a result of the COVID-19. We are proposing to use our ESSER II funds to update technology needs in the classroom, provide more support for social emotional needs, and to increase the safety of the environmental conditions with a cleaner air quality.

Part of our goal with the ESSER II funds is to update technology by using one-to-one devices. Our current devices are reaching the end of life period and do not possess the ability to communicate in remote settings or to allow for the greater demands for updated curriculum. It will be important to maintain an environment that reduces the ability of spreading germs by providing social distancing and less sharing of devices.

Our goals include adding software to allow students the ability to conduct virtual field trips, conduct screenings, complete various assessments, and to expand on other educational opportunities that cannot be through a face-to-face interaction. ESSER II funds will go towards allowable Greenbush services to help our district with providing environmental/custodial support, teacher and leadership training, and PAT.

The bulk of the ESSER II funds will be used for upgrading our Elementary and Middle school HVAC systems because they do not allow for fresh air exchange in the building. Our district did not receive SPARKS funding from our county that would have been utilized for this purpose so it will be important for us to make the upgrades of equipment. We have several families that do not want to have students present in the building because of the inability to clean the air for students. Several of our rooms only have a window AC unit that doesn't allow for any fresh air into the room. A quality HVAC system will provide industry standard air filtration and circulation.

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

The technology will be determined by teacher feedback and student participation. Having devices in each classroom will help teachers be able to plan lessons around what is best for students and not a schedule as to when they get the Chromebook cart.

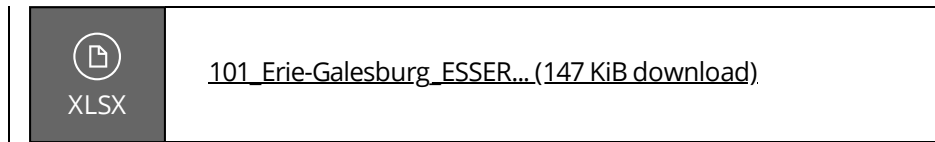
The social emotional support will be determined through the number of referrals and the relationship with our assessments. We believe that if we support the students by becoming more confident that they will perform better in the classroom and have a stronger interaction with others.

With the HVAC, we will determine the impact from teacher, student, and administration feedback. Currently they share that the cooling/heating temperature varies greatly between classrooms and is very distracting towards student learning and participation. The teachers/administration should be able to provide feedback that this update has helped calm students and staff nerves and provides a higher quality educational environment for learning.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under

“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

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

Electronic Signature | Troy Damman

Date | 04/28/2021

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

USD	District Name	Data as of
101	Erie-Galesburg	May 18, 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-	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
101-1-001	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC UPGRADE AT THE ELEMENTARY AND MIDDLE SCHOOL TO HELP WITH AIR QUALITY AND PURIFICATION	\$ 550,000	\$ 550,000	\$ -	\$ -	\$ -	40590	Allowable if CDC guidelines are met
101-1-002	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	STUDENT COMPUTERS/ LICENSES TO PROVIDE EVERY STUDENT WITH THEIR OWN DEVICE FOR LEARNING.	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	40575	Provide more information on how the equipment will be used as it relates to COVID-19; Applicant provided via email: When examining our mid-year and end-of-year data for USD 101, it is clear that some gaps have been created and/or extended due to COVID 19 school closures and student instructional time lost. Expenditures on student devices and licenses will allow us to achieve and maintain a one to one ratio of student to device. One to one student devices will help our district more effectively serve students who display learning gaps caused by Covid-19 in our response to intervention processes with our supplemental programs that utilize a technology component. It will also allow full usage of the technologically based aspects of our adopted curricula to more fully engage our students who have shown a preference to a virtual means of engagement during the pandemic. Additionally, the extended use of supplemental programs that will be accessed through our use of one to one student devices will offer us more valid data to observe and report on the closure of Covid related gaps that exist and allow us to utilize real time data to inform instructional decisions.

101-1-003	Eligible	Direct Allocation	Support Services (Students)	LEA Payments to COOP's/Integrals	11A. Planning and implementing summer learning or enrichment programs	Before/after school services	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	40585	Provide more information regarding what before/after school services will be provided, how many staff members and the number of students due to COVID-19; Applicant provided via email: With the existing and likely learning gaps due to Covid-19 instructional time lost, it is imperative that we offer additional opportunities to our students outside the normal school day. The expenditures in this category will assist USD 101 with costs of providing after and pre-academic day opportunities. The intent of these expenditures is to supplement our current ability to offer academic opportunities to address learning gaps with supplementary programming and staff as needed outside of the school day. All of our staff will be supported by the services including our special education staff hired through the ANW Coop. The total number of staff will be approximately 75. All of our students will be supported by the opportunities because the teachers will be utilizing the services in their classroom and will be reflected/supported during the before/after school programs. We have typically seen 60 students in the summer school program with 6-8 teachers providing the curriculum.
101-1-004	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Greenbush services that include student support and teacher training	\$ 6,062	\$ 6,062	\$ -	\$ -	\$ -	40580	Provide more information regarding the services to be provided as related to COVID-19; Applicant provided via email: Due to existing and expected gaps shown by pre and post Covid achievement data, it is imperative to ensure that teachers and classified instructional staff have access to high quality professional and staff development. Training opportunities for all staff will be used to address strategies and content areas shown as needs based on losses due to Covid-19. These training areas will be demonstrated as needed by our data analysis, needs assessments, and offered in conjunction with Greenbush Educational Service Center. This will be offered in addition to our typical yearly investment in these programs.

Kansas CommonApp (2020)

1575-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XBoKNarQ

102_Cimarron-Ensign_ESSER II Plan_0427

Applicant details

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Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 102

Applicant / Mailing Address

| 314 N. 1st Street
Cimarron, KS 67835

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

Applicant / Email Address of Owner, CEO, or Executive Director | mwaters@cimarronschools.net

Applicant / Phone Number | 620 855 0552

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 | Cimarron-Ensign

District Number | 102

Mailing Address Street Address	314 N. 1st Street
Mailing Address City	PO Box 489
Mailing Address Zip Code	67835
Authorized Representative of the District Name	Mike Waters
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	mwaters@cimarronschools.net
Authorized Representative of the District Phone Number	+16208550552
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	stoothaker@cimarronschools.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 102 has approximately 660 students PreK-12 grades. All students have been in school, in-person this year. Since August 26th, students and staff have not been in school and in-person. USD 102 carefully considered the data associated with academic impacts, specifically data that may indicate a learning gap larger than normal. In reviewing the data, USD 102 found the following: 1) in 2019-2020 73% of all students K-12 were “on track academically”. This indicates the student has all A’s, B’s, and/or C’s in all classes; 2) In 2020-2021 the number of K-12 students “on track academically” was 69%. This was after a 10-week session of remote learning from March 2020 to May 2020; 3) In 2019-2020, NWEA Maps assessments indicate that 94% of students in 7-12 were “at or above the benchmark”; 4) In 2020-2021, NWEA Maps assessments indicate that 87% of students in 7-12 were “at or above the benchmark”. The Elementary staff continuously reviews data such as Aimsweb+ and Star Reading to ensure students are making proper progress – and the students are progressing at the pace of a non-Covid school year. The USD 102 Chronic Absenteeism is approximately the same through the last three years. A remarkable feat given schools are educating through a pandemic.

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

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

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

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

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

After consideration of many data points, the USD 102 Board of Education has decided to use the funds on “Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.”

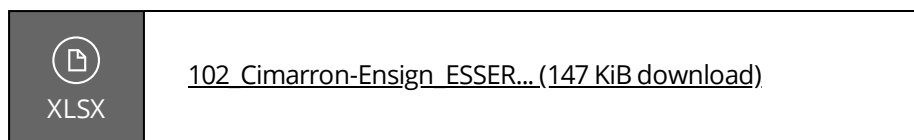
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

It will be difficult to determine the positive effect improved air quality and purification might have on students and staff. However, in an attempt to meet or exceed the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE) standards for indoor quality, it will only assist students and staff with a better, cleaner, and healthier learning environment. It is the hope of USD 102 that better-purified air and improved air quality will help to keep all students in school more often and reduce the chronic absenteeism rate.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

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

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Michael S. Waters

Date | 04/27/2021

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

USD	District Name	Data as of
102	Cimarron-Ensign	May 18, 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
102-1-001	Eligible	Direct Allocation	Building Improvements	Other Equipment Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 102 will use the ESSER II funds for updating and improving air quality in the student attendance centers with an updated HVAC system. The improvement of air quality, filtration, and purification will have a positive effect on mitigating the spread of Covid-19 in the buildings. USD 102 is making an effort to improve all air quality to meet the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHREA) specifications for indoor air quality.	\$ 277,404	\$ 277,404	\$ -	\$ -	\$ -	42	Allowable if CDC guidelines are met

Kansas CommonApp (2020)

1573-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



vjqyKmlZ

107_Rock Hills_ESSER II Plan_0430

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 107

Applicant / Mailing Address

| 109 E Main
| Mankato, KS 66956

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

Applicant / Email Address of Owner, CEO, or Executive Director | rboley@usd107.org

Applicant / Phone Number | 785-531-0087

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 | Rock Hills

District Number | 107

Mailing Address Street Address	109 E. Main St
Mailing Address City	Mankato
Mailing Address Zip Code	66956
Authorized Representative of the District Name	Rex Boley
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	rboley@usd107.org
Authorized Representative of the District Phone Number	+17853783102
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	107clerk@usd107.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 107 ESSER II funds will provide principals and other school leaders with the resources necessary to address student needs. Purchase of FastBridge student screener. ID student academic & social emotional needs. Implement and train staff on administering, accessing student data results and setting up student intervention plans. Staff collaboration on ELA and Math lesson, assessments, interventions and alignment to address student learning loss. This summer we are expanding our summer Elementary programs for students. We are requesting ESSER II funding for educational interventions (Haggerty and 95 Percent) in addition we will use funding to implement the STREAM (Science, Technology, Reading, Engineering, Art, Math) model at our Elementary summer JumpStart. This summer we are starting Summer Learning Opportunities for our Jr/Sr High Students. ESEER II Funding will be used to fund a teacher salary for the Spring 2021 Semester that we hired in January to increase social distancing and address learning loss. We plan on using ESSER II funding to retain this teacher for next year and pay their salary. We are trying to add another additional elementary teacher to increase social distancing and especially address learning loss. Funding will be used for teachers and classified teacher aids during our Summer Opportunity and Jump Start programs. In addition, we want start and use funding for two Summer Enrichment Camps. These camps will be open to all students' grades 4th and 5th as well as 6th and 7th. Enrichment Camps focuses on College/Career Readiness. Integration of CTE/ NC3 certification into core curriculum.

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

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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.

USD 107 ESSER II funds will provide principals and other school leaders with the resources necessary to address student needs. Purchase of FastBridge student screener. ID student academic & social emotional needs. Implement and train staff on administering, accessing student data results and setting up student intervention plans. Staff collaboration on ELA and Math lesson, assessments, interventions and alignment to address student learning loss. This summer we are expanding our summer Elementary programs for students. We are requesting ESSER II funding for educational interventions (Haggerty and 95 Percent) in addition we will use funding to implement the STREAM (Science, Technology, Reading, Engineering, Art, Math) model at our Elementary summer JumpStart. This summer we are starting Summer Learning Opportunities for our Jr/Sr High Students. ESSER II Funding will be used to fund a teacher salary for the Spring 2021 Semester that we hired in January to increase social distancing and address learning loss. We plan on using ESSER II funding to retain this teacher for next year and pay their salary. We are trying to add another additional elementary teacher to increase social distancing and especially address learning loss. Funding will be used for teachers and classified teacher aids during our Summer Opportunity and Jump Start programs. In addition, we want start and use funding for two Summer Enrichment Camps. These camps will be open to all students' grades 4th and 5th as well as 6th and 7th. Enrichment Camps focuses on College/Career Readiness. Integration of CTE/ NC3 certification into core curriculum.

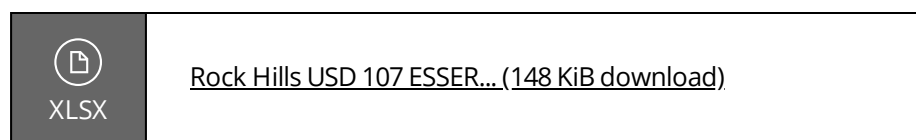
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Using our FastBridge screener, national norm tests, progress monitoring, teacher observations, data from MTSS student plans enrollment numbers in summer programs and student Individual Plans of Student College and Career Information.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature

| Rex Boley

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

USD	District Name	Data as of
107	Rock Hills	May 18, 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	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
107-1-001	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	1D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.	Purchase of equipment. Supplies and training to enhance and add CTE classes and courses. Data Analytics through TRANE, Multimeter and Percision Measurements with Snap-On.	\$ 20,000	\$ 10,000	\$ 10,000	\$ -	\$ -	69	Per applicant, Due to COVID with social distancing we had to limit numbers of students using tools and training aids. Because of COVID 19 we need to purchase additional tools. Enrollment numbers have declined at Tech Colleges while the demand for trained employees have risen. We are addressing this by implementing high demand skills in our area and region.
107-1-002	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Jump Start for PreK-5 students & Summer Opportunities for Jr/Sr High School - Staff	\$ 36,600	\$ 18,300	\$ 18,300	\$ -	\$ -	69	Per applicant, PreK-5 – Jump Start – Currently at 66 students – 7 Elementary Teachers – 1 MTSS Support Para – 1 Food Service worker 6-12grades - Summer Opportunities (New) – Currently 8 students – 2 Teachers Both of these summer programs address the Social/Emotional needs for our student related to COVID 19. In addition these program are designed to address learning loss to students
107-1-003	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Summer Jump Start for PreK-5 students & Summer Opportunities for Jr/Sr High School - Supplies and Materials	\$ 3,700	\$ 2,200	\$ 1,500	\$ -	\$ -	69	Per applicant, Hands On Labs and supplies, Art/Craft Supplies, Curriculum material to teach STREAM, Workbooks
107-1-004	Eligible	Direct Allocation	Vehicle Operation	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Jump Start for PreK-5 students & Summer Opportunities for Jr/Sr High School - Transportation -Staff	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	69	

107-1-005	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASE PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Purchase of FastBridge	\$ 3,970	\$ 3,970	\$ -	\$ -	\$ -	69	
107-1-006	Eligible	Direct Allocation	Vehicle Operation	Gasoline	12. Addressing learning loss among students, including vulnerable populations	Summer Jump Start for PreK-5 students & Summer Opportunities for Jr/Sr High School - Transportation - Fuel	\$ 2,373	\$ 1,187	\$ 1,186	\$ -	\$ -	69	
107-1-007	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Teacher Academy In-Service	\$ 34,200	\$ 17,100	\$ 17,100	\$ -	\$ -	69	Per applicant, Available to 16 teachers, mostly Elementary - With wearing masks and social distancing due to COVID 19 it was hard for teachers and students (especially younger grades levels) to hear and understand each other. As a result we have had more students identified with learning loss on Phonics and Phenolic Awareness. Part of this time will be to train staff on new intervention resources in these areas, 95 Percent and Haggarty. We will also train our Jr/Sr High English teachers. In addition, if funded, we are paying our Special Education Teachers to come in for this training as well. Furthermore this time will also be used to do more training with staff on FastBridge. We need to measure more accurately and responded quicker with targeted student intervention to address learning loss due to COVID 19. In addition we needed a student Social/Emotional screener so we can have staff develop intervention to assist our students & families dealing with COVID 19. Staff to learn how to read FastBridge student data, set up student intervention plans and progress monitor. Due to COVID 19 many safety protocols, procedures and safety plans were implemented into the teaching day. This these took/take away from student instructional time. During this the Summer Academy teachers will work with administration and within PLC's looking a ELA and Math Curriculum standards along with COVID-19 Safety measures to develop, have prepared and ready for implementation for the first day of school lessons that maximize student learning and COVID safety.

107-1-008	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Purchase of 95 Percent Group and Haggarty	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	69	Per applicant, With wearing masks and social distancing due to COVID 19 it was hard for teachers and students (especially younger grades levels) to hear and understand each other. As a result we have had more students identified with learning loss on Phonics and Phenolic Awareness. Part of this time will be to train staff on new intervention resources in these areas, 95 Percent and Haggarty. We will also train our Jr/Sr High English teachers. This is a one-time purchase of student support and intervention curriculum that will allow us to address this learning loss due to COVID 19 with our students PreK-12.
107-1-009	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding Additional certified teachers	\$ 157,000	\$ 18,000	\$ 68,000	\$ 71,000	\$ -	69	Per narrative, ESEER II Funding will be used to fund a teacher salary for the Spring 2021 Semester that we hired in January to increase social distancing and address learning loss. We plan on using ESSER II funding to retain this teacher for next year and pay their salary. We are trying to add another additional elementary teacher to increase social distancing and especially address learning loss
107-1-010	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Enrichment Camps - Salaries	\$ 14,400	\$ 4,800	\$ 4,800	\$ 4,800	\$ -	69	Per applicant, new program for the district. Open to all - 50 4th-5th graders one camp. Open to all - 54 6th-7th graders one camp. 2 Staff members per Camp total of 4 Staff. This Program is designed to address Social/Emotion needs of students due to COVID 19. In addition this program was added so our students can experience the importance of developing technical education skills along with academic skills. Our area has experienced business loss and decline enrollment at post-secondary education as a result of COVID 19.

107-1-011	Eligible	Direct Allocation	Vehicle Operation	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Enrichment Camps - Transportation	\$ 4,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ -	69	
107-1-012	Eligible	Direct Allocation	Food Service Operations	Food and Milk	12. Addressing learning loss among students, including vulnerable populations	Summer Enrichment Camps - Meals	\$ 1,500	\$ 500	\$ 500	\$ 500	\$ -	69	
107-1-013	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Summer Enrichment Camps - Supplies/Materials	\$ 1,500	\$ 600	\$ 600	\$ 300	\$ -	69	Per applicant, Camp T-Shirts, Hands On Labs, Curriculum, notebooks and Art/Craft Supplies

Kansas CommonApp (2020)

1511-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XQGoqDxv

203_Piper_ESSER II Plan_0416

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Piper School District 203

Applicant / Mailing Address

3130 North 122nd Street
Suite A
Kansas City, KS 66109

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

Applicant / Email Address of Owner, CEO, or Executive Director | mnutterfield@piperschools.us

Applicant / Phone Number | 913-721-2088

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 | Piper School District

District Number | 203

Mailing Address | Street Address | 3130 North 122nd Street, Suite A

Mailing Address | City | Kansas City

Mailing Address | Zip Code | 66109

Authorized Representative of the District | Name | Mitch Nutterfield

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

Authorized Representative of the District | Email Address | mnutterfield@piperschools.us

Authorized Representative of the District | Phone Number | +19137212088

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

Other District Representative 1 | Email Address | jdain@piperschools.us

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

Historically the majority of Piper students have scored higher than the national average on nationally normed-referenced assessments; however, with COVID, our data has declined. We use NWEA/MAP and FastBridge CBM to measure literacy and math growth. We use Panorama for our Social-emotional screening tool. While many students showed a decline in grades 2nd-10th grade on the NWEA MAP Literacy and Math Assessment, our greatest concern is for our Kindergarten and 1st grade students. According to the Winter 2021 FastBridge Literacy CBM measures, 49% of K students are not meeting benchmark. In a typical year we would want to see absolutely no more than 18% not meeting the benchmark during the winter testing period. Our gravest area of concern is our 1st grade population. 79% of our 1st grade students are not meeting benchmark on the FastBridge Literacy assessment. Therefore, our primary area of focus over the next few school years will be pouring resources into K-2 Phonics, Phonemic Awareness, and Fluency instruction. On our Panorama SEL Screening tool, our current 3-5th graders scored in the 30th percentile in the area of Positive Feelings and in the 10th percentile in the area of Grit. Our 6th through 12th grade students scored in 30th percentile in the area of Grit. These are areas of focus for us as a district. Additionally, during our item analysis, we discovered that we are not meeting the national average in the area of students feeling safe when they come to school in grades 3rd-12th grade.

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

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

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

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

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

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

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

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

The Piper School District plans to utilize our ESSER II and KSDE per-student additional allocation, to meet the needs of our students in multiple ways. The first will be a Summer Learning Experience (based on NWEA MAP testing, FastBridge CBM testing, Panorama SEL data and teacher feedback), and the funds will include paying for the staff (small size classes) transportation, and new instructional resources. Defined Learning, a Project-Based learning tool, will be our primary instructional tool for our Summer Learning Offering. Secondly, we plan to hire two full-time elementary counselors (based data garnered from Panorama SEL screener) to provide Tier 1 counseling support to all students, along with Tier 2/Tier 3 small groups and individual counseling, to students who are struggling emotionally as they return from remote learning to onsite learning. Lastly, we plan to hire a full-time Early Childhood Coordinator who will oversee the programming of our Early Childhood program while also providing intensive literacy interventions to our kindergarten and first grade students who did not hit grade-level proficiency levels in the spring of 2021 on FastBridge CBM testing. We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2020-21 enrollment was the lowest it has been in years, and we are anticipating an influx of students who possibly missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure.

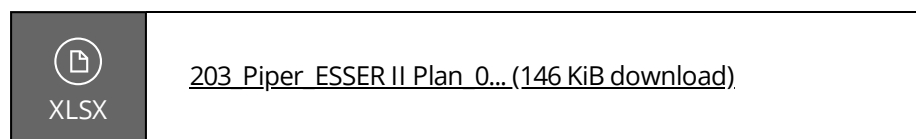
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the effectiveness of our ESSER-funded interventions based on the end of project rubric scores from our summer learning experience, credit recovery numbers from our high school students in the summer learning opportunity, our Spring 2021 NWEA MAP data, state assessment data, Panorama SEL data, FastBridge CBM early literacy data, and then compare it to the same data sets in Spring of 2021. We want to be very purposeful and strategic in identifying effective and research-based assessments and performance tasks to determine the overall effectiveness of our interventions funded through ESSER dollars. We will also utilize common formative and summative data to drive our instruction and needed interventions along the way.

Notes on ESSER II application Excel template:

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

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

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

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

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

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

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

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

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

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

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

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

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

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(a) 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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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.

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[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]

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

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

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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:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Mitch Nutterfield

Date | 05/02/2021

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

USD	District Name	Data as of
203	Piper-Kansas City	May 18, 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
203-1-001	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	PPE Supplies including masks, disinfectant, hand sanitizer, gloves, face shields, etc. All items addressed personal safety.	\$ 17,291	\$ 17,291	\$ -	\$ -	\$ -	98-1000-000-000-619	
203-1-002	Eligible	Direct Allocation	Instruction	DEBT SERVICE AND MISCELLANEOUS	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	Entryway thermometers and face shields.	\$ 17,485	\$ 17,485	\$ -	\$ -	\$ -	98-1000-000-000-800	
203-1-003	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies & consumables necessary to provide summer school services to approximately 400 students.	\$ 26,766	\$ -	\$ 26,766	\$ -	\$ -	42-1000-000-000-610	Per applicant, Prodigy MTSS Curriculum Math Resource, Defined Learning-Project Based Learning ELA and STEM Resource.

203-1-004	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of 517 Chromebooks with associated licenses for remote learning.	\$ 175,099	\$ 175,099	\$ -	\$ -	\$ -	42-1000-000-000-730	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.
203-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified staff salaries and benefits necessary to provide summer school services to approximately 400 students.	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	42-1000-000-000-110	Per applicant, 26 Teachers, 26 Paras, 1 Principal, 1 Counselor, 1 PE Teacher, 1 ELL Coordinator, 2 Coaches, 1 Office/Nurse
203-1-006	Eligible	Direct Allocation	Instruction	PURCHASE D PROFESSIONAL AND TECHNICAL SERVICES	11A. Planning and implementing summer learning or enrichment programs	Instructional programming (Prodigy & Defined Learning) necessary to provide summer school services for approximately 400 students.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	42-1000-000-000-300	
203-2-001	Eligible	True Up Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$ 154,000	\$ -	\$ 154,000	\$ -	\$ -	42-2100-000-000-110	Per narrative, we plan to hire two full-time elementary counselors (based data garnered from Panorama SEL screener) to provide Tier 1 counseling support to all students, along with Tier 2/Tier 3 small groups and individual counseling, to students who are struggling emotionally as they return from remote learning to onsite learning. Reviewer asked applicant if this request comports with the narrative description. Per applicant, This amount represents the complete salary and benefits package for two elementary counselors.

203-2-002	Eligible	True Up Allocation	Support Services (School Administration)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	12. Addressing learning loss among students, including vulnerable populations	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	42-2400-000-000-110	Per narrative, we plan to hire a full-time Early Childhood Coordinator who will oversee the programming of our Early Childhood program while also providing intensive literacy interventions to our kindergarten and first grade students who did not hit grade-level proficiency levels in the spring of 2021 on FastBridge CBM testing. We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2020-21 enrollment was the lowest it has been in years, and we are anticipating an influx of students who possibly missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. Reviewer asked applicant if this request comports with the narrative description. Per applicant, this amount represents the complete salary and benefit package for one Early Childhood Coordinator.
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Kansas CommonApp (2020)

1582-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

205_Bluestem_ESSER II Plan_0429



xKJGdePp

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 205 Bluestem

Applicant / Mailing Address

625 S Mill Rd
Leon, KS 67074

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

Applicant / Email Address of Owner, CEO, or Executive Director | jlovesee@usd205.com

Applicant / Phone Number | 316-742-3261

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

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

Applicant / Federal EIN (if applicable) | 48-0683635

Applicant / Website Address (if applicable) | www.usd205.com

Fiscal Agent / Name (if applicable) | Busby Ford & Reimer, LLC

Fiscal Agent / Email (if applicable) | randyf@bfrcpa.com

Fiscal Agent / Mailing Address (if applicable)

10000 W 37th St N
Wichita, KS 67205-7700

Application details

Full District Name		Bluestem
District Number		205
Mailing Address Street Address		625 S Mill Rd
Mailing Address City		Leon
Mailing Address Zip Code		67074
Authorized Representative of the District Name		Joel Lovesee
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		jlovesee@usd205.com
Authorized Representative of the District Phone Number		+13167423261
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 largest impact that COVID-19 had our district is it showed us our areas of weakness when it comes to aligned curriculum and alternative methods of instruction. The virus itself had minimal impact on school closure in general, in that our district was face-to-face every day this past school year. However, with students and staff continually being quarantined for weeks at a time, our curriculum and instruction showed areas in which needed to be improved. Moving to a standards based grading model using aligned curriculum along with all students and staff having access to quality hardware and software will allow us to pivot in the future between remote and face-to-face instruction.

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.).
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- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

ESSER II money will be used to pay teacher salaries for six 1/2 days of in service this summer to finalizing our ELA and math curriculum alignment as our district moves to a standards based grading approach. New chrome books will be purchased for the 7-12 and iPads for the PreK-6 students so that all our students will have access at home for remote learning. The Bluestem Elementary School HVAC system will also be replaced to better improve air quality in the school.

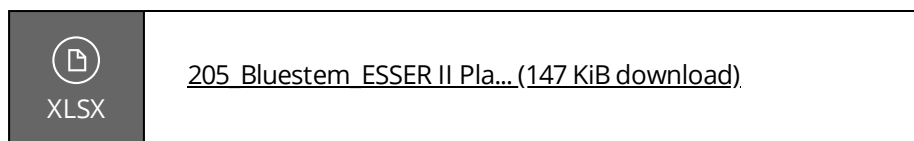
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The overall impact should be able to be measured quantitatively through our assessment tools, AimsWeb, State Assessment, and ACT. Using the ESSER II money to provide for equipment and staff development will provide a more consistent PreK-12 educational system which will also be documented throughout the KESA process.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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- 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)

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§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Joel R Lovesee

Date | 04/29/2021

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

USD	District Name	Data as of
205	Bluestem	May 18, 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
205-1-001	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To better consistently serve our students in a remote setting, we will purchasing 300 Chromebooks for our 7-12 grades.	\$ 84,225	\$ 84,225	\$ -	\$ -	\$ -	16	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.
205-1-002	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To better consistently serve our students in a remote setting, we will purchasing 300 iPads for our PreK-6 grades.	\$ 120,000	\$ 40,000	\$ 80,000	\$ -	\$ -	16	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.

205-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Six 1/2 day sessions are scheduled to align K-12 ELA and Math standards along with all grade level and subjects finalizing outcomes to move our district to a standards based grading model. This will allow teachers and students more ability to show mastery of outcomes in the future and allow for the flexibility to move between in person and remote instruction.	\$ 22,000	\$ 22,000	\$ -	\$ -	\$ -	26	
205-1-004	Eligible	Direct Allocation	Building Improvements	Buildings (Existing Buildings)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Bluestem Elementary School HVAC unit will be replaced to better improve overall air quality and allow more control of fresh air within the building.	\$ 39,434	\$ 29,858	\$ 9,576	\$ -	\$ -	16	

Kansas CommonApp (2020)

1596-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



EojRzGGn

212_Northern Valley_ESSER II Plan_0503

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	Northern Valley Schools
Applicant / Mailing Address	
512 W. Bryant St. Almena, KS 67622	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Ken Tharman
Applicant / Email Address of Owner, CEO, or Executive Director	ktharman@nvhuskies.org
Applicant / Phone Number	785-669-2445

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	Northern Valley Schools
District Number	212

Mailing Address | Street Address | 512 W. Bryant St.

Mailing Address | City | Almena

Mailing Address | Zip Code | 67622

Authorized Representative of the District | Name | Ken Tharman

Authorized Representative of the District | Position or Title | Superintendent / HS Principal

Authorized Representative of the District | Email Address | ktharman@nvhuskies.org

Authorized Representative of the District | Phone Number | +17856692445

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

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

We have been fortunate in that we have not had to transition to remote learning for the 2020-21 school year, thus our data collection has not changed. The elementary and middle schools continue to utilize the MTSS process in which we benchmark assess in the area of reading and math. The MTSS time has also been used for social emotional needs in some cases. The benchmark assessment results have shown that students started the 2020-21 school year lower than the normal, but the winter benchmark scores showed good growth to where many students are back to grade equivalency. There has been an increase in student attendance data as well. This shows that parents and students are comfortable with the supports provided by the school district in the time of the pandemic. We have purchased Chromebooks and iPads to allow one-to-one technology. This allows our students to stay connected when quarantined. We have discovered that some families (3%) did not have internet access. In cooperation with our local internet provider (Nex-tech) we were able to connect all families that wanted it.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

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

The ESSER I funds were used to help purchase enough Chromebooks and iPads for each of the K – 12 students. In addition, we were able to use SPARK funds from our two counties to help offset the costs of server upgrades, PPE, cleaning supplies and equipment, classroom dividers, and other items to ensure the safety of our students and staff.

There are continuing costs to replace those items used as the pandemic continues. One such cost is to bring on a technology coordinator to help with the everyday problems with technology. We have had an individual on an eight hour per week basis for a couple of years ... but with the new devices, the demand for someone in district every day is a must. This purchase will aid in regular and substantive educational interaction between students and their classroom instructors. Secondly, there is a need to increase the connectivity with parents and the community.

The website we currently use is not compatible with cell phones and is so cumbersome, only about 2-3 people use it for posting. We plan to use some of the ESSER II funds to purchase a new website and app (Apptegy) to help connect with our families and the community. In addition we will upgrade our existing Fund Accounting system to AptaFund. This will allow staff more freedom in looking at their personal information and will allow remote accounting by the Board Clerk and Treasurer. Because the offices are often a gathering point for staff and families, both of these improvements will reduce risk of virus transmission and exposure to environmental health hazards.

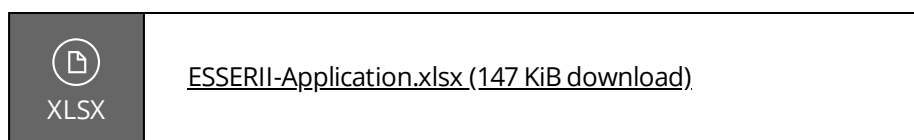
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The impact of these expenditures will be seen by the increased productivity of students. Student absences will also be reduced since they will be able to be connected and in attendance, even if they are quarantined at home. The technology coordinator on site will be able to handle issues as they arise to enable the staff and students stay connected at all times. Each year we do a survey of the students, staff, and community to determine how well we are communicating and how easy it is for them to communicate with us. These responses have been improving slowly over the past four years, but the reality is that our current system, is too cumbersome to use with modern cell phones. We will be able to use this survey to determine the effectiveness of AptaFund and Apptegy.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
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- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature

| Kenneth A. Tharman

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

USD	District Name	Data as of
212	Northern Valley	May 18, 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
212-1-001	Eligible	Direct Allocation	Instruction	PURCHASE D 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	Purchase of new Website app that is compatible with cell phone technology to increase communication and reduce the visits of family and community members in the offices.	\$ 11,750	\$ 7,750	\$ 4,000	\$ -	\$ -	7	Per narrative, there is a need to increase the connectivity with parents and the community. The website we currently use is not compatible with cell phones and is so cumbersome, only about 2 -3 people use it for posting. The new website and app (Apptegy) will help the district connect with families and the community, and will reduce risk of virus transmission and exposure to environmental health hazards.
212-1-002	Eligible	Direct Allocation	Support Services (Instructional Staff)	OTHER PURCHASE D SERVICES	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	The upgrade from Fund Accounting 2 to AptaFund will allow staff the ability to conduct financial business remotely and reduce the amount of visits to the office areas. It will also allow office staff to work remotely if quarantined.	\$ 22,612	\$ 16,612	\$ 6,000	\$ -	\$ -	7	Per narrative, This will allow remote accounting by the Board Clerk and Treasurer. Because the offices are often a gathering point for staff and families, this improvement will reduce risk of virus transmission and exposure to environmental health hazards.

212-1-003	Eligible	Direct Allocation	Instruction	PURCHASE D PROFESSIO NAL AND TECHNICAL SERVICES	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Being able to hire a technology coordinator to be in the district every day the students are in session, will enable instant resolution of connectivity issues and troubleshooting problems as they arise.	\$ 71,600	\$ -	\$ 35,800	\$ 35,800	\$ -	7	
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Kansas CommonApp (2020)

1568-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



xyodwqdR

215_Lakin_ESSER II Plan_0426

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Lakin USD 215

Applicant / Mailing Address

| 1003 W Kingman

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

Applicant / Email Address of Owner, CEO, or Executive Director | martin.stessman@usd215.org

Applicant / Phone Number | 620-355-6761

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 | Lakin

District Number | 215

Mailing Address | Street Address | 1003 W Kingman Ave

Mailing Address City	Lakin
Mailing Address Zip Code	67860
Authorized Representative of the District Name	Martin Stessman
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	martin.stessman@usd215.org
Authorized Representative of the District Phone Number	+16203556761
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	rayne.gosch@usd215.org
Other District Representative 2 Email Address	linda.shalberg@usd215.org

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

Covid has impacted all learners in the district. On winter Fastbridge assessments 55% of all students were categorized as either some risk or high risk. In reading, 54% of all students were classified as some or high risk. The 10% of our students classified as ELL were disproportionately impacted by an interruption in services as well as our at-risk students who fell further behind over the summer. Over 80% of these students are classified as some or high risk on Fastbridge reading and math assessments. Research tells us these students are in need of both summer remediation and enrichment programs.

Covid also exposed the digital divide among our less affluent students. Currently 57% of our students are classified as economically disadvantaged and 51% are minority students. Approximately 40% of these students and families have no access to technology beyond a cell phone in the home.

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

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

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

Our remaining ESSER I Funds will be spent on salaries and instructional supplies for extended learning opportunities for students before, during and after school currently underway. Any remaining funds will be used to purchase books for the

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

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

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

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

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

To address learning loss for at-risk k-8 students, we will run three sessions of camp invention and a summer tutoring program. Camp invention will be held early in June to activate student learning. The summer tutoring program will consist of licensed teachers working with small groups of students (2-5) to improve reading and math skills. The summer reading program will supplement summer tutoring. Teachers will make weekly home visits to deliver each student a book a week to engage them in reading. For high school students in need of credit recovery we will provide in person summer school options online via Edgenuity. Next year we will sponsor an after-school STEM enrichment program for students in grades 5-8 in addition to after school remediation for students K-8.

To better serve ELL students we will hire a bilingual paraprofessional to work with students under the supervision of our ELL coordinator/teacher during the school year and summer. We will also purchase a Fast ForWord as an instructional resource for ELL students.

For social emotional needs we will hire a social worker to work with families of grade school students to help connect them to the community resources available for their help. We will also train middle school staff on "Conscious Discipline" to help them be more responsive to students with adverse childhood experiences. Middle school students and staff will participate in a book study of "Pound the Stone" to develop resiliency in students.

To close the technology gap, we will purchase laptops for our high school students all allow summer checkout. Buildings will be open for those who need access to high-speed internet.

Some revenue will be spent upgrading HVAC controls in our high school buildings. This will increase air turnover in classrooms and make them more comfortable for student learning.

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

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

Notes on ESSER II application Excel template:

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

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



XLSX

[215 Lakin ESSER II Plan 0... \(151 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Martin Stessman

Date | 04/26/2021

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

USD	District Name	Data as of
215	Lakin	May 18, 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
215-1-001	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Camp Invention instructional materials for Summer Programming for three sessions of 50 at-risk students to attend each STEM camp.	\$ 48,000	\$ 24,000	\$ 24,000	\$ -	\$ -	72	
215-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Salaries and benefits for 2 weeks Camp invention (3 sessions for 150 total students)	\$ 53,425	\$ 27,425	\$ 26,000	\$ -	\$ -	72	
215-1-003	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11B. Planning and implementing supplemental after-school programs	Invention Project Materials for after school programming for students grade 6-8 for 2021-22 school year	\$ 10,125	\$ 10,125	\$ -	\$ -	\$ -	72	
215-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Salaries for after school Invention Project STEM program	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	72	
215-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries for 12 teachers for 50 hours Summer Tutoring	\$ 22,000	\$ 22,000	\$ -	\$ -	\$ -	72	

215-1-006	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Books for summer reading project for K-5 students	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	72	
215-1-007	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Music program for K-6 students. Teacher salary 40 hours x \$30 per hour	\$ 1,200	\$ 1,200	\$ -	\$ -	\$ -	72	
215-1-008	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	10. Providing mental health services and supports	Elementary School Social Worker to help low income students with social emotional needs and supports for families	\$ 82,500	\$ 40,500	\$ 42,000	\$ -	\$ -	72	
215-1-009	Eligible	Direct Allocation	Support Services (Instructional Staff)	Group Insurance	10. Providing mental health services and supports	Benefits for social worker	\$ 12,000	\$ 6,000	\$ 6,000	\$ -	\$ -	72	
215-1-010	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Training in Conscious Discipline for Social Worker. Discipline program for positive classroom environments	\$ 3,082	\$ 3,082	\$ -	\$ -	\$ -	72	
215-1-011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Teacher salaries for after school programming K-8	\$ 21,000	\$ 10,500	\$ 10,500	\$ -	\$ -	72	
215-1-012	Eligible	Direct Allocation	Instruction	General Supplies and Materials	10. Providing mental health services and supports	Pound the Stone Books and program for teachers and students to teach perseverance and grit to students	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	72	

215-1-013	Eligible	Direct Allocation	Instruction	DEBT SERVICE AND MISCELLANEOUS	12. Addressing learning loss among students, including vulnerable populations	iReady software to remediate students who are behind in reading and math due to Covid instructional gap	\$ 12,750	\$ 6,375	\$ 6,375	\$ -	\$ -	72	
215-1-014	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Laptops for students in grades 9-12 for 1:1 to close the technology gap exposed by covid. (42% of students have no tech beyond a cell phone in the home)	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	72	
215-1-015	Eligible	Direct Allocation	FACILITIES ACQUISITION AND CONSTRUCTION SERVICES	PROPERTY	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Upgrade the Out of date Honeywell EBI R430 System Software to EBI R600 Software to recirculate air more rapidly and increase air quality in high school .	\$ 23,382	\$ 23,382	\$ -	\$ -	\$ -	72	
215-1-016	Eligible	Direct Allocation	FACILITIES ACQUISITION AND CONSTRUCTION SERVICES	PROPERTY	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Upgrade outdated Honeywell XL500 DDC System to a Honeywell Comfort Point Open (CPO) control units to improve air circulation in the high school building.	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	72	

215-1-017	Eligible	Direct Allocation	Instruction	General Supplies and Materials	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Fast ForWord ELL curriculum for K12 ELL students who were adversely impacted by COVID learning loss.	\$ 3,375	\$ 3,375	\$ -	\$ -	\$ -	72	
215-1-018	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Bilingual Paraprofessional to work with ELL Students under supervision of ELL teacher/coordinator to provide services for ELL students adversely impacted by Covid Loss.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	72	
215-1-019	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Pathways to reading training for all grade school teachers and student support tutors.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	72	

Kansas CommonApp (2020)

1585-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



rwkLDKqr

242_Weskan_ESSERII Plan_0429

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	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 Address | 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.

COVID-19 had a dramatic impact on student learning. Our focus on ESSER I moneys was to buy supplies for remote learning and then to provide supplies to create a safe environment for our students to return to. Our focus for ESSER II moneys will be to focus on literacy and learning loss. The 2019-20 school year was disrupted from March-May when we had to move to remote learning. Some of our families had little or no internet service. We were able to come back in August 2020, but we had to close down for two weeks in November, due to a COVID outbreak in our school. We had teachers teaching kids in the classroom, in our on-site quarantine room, and at home with remote learning all at once. Student learning loss won't be fully known for years, but we already saw a decrease in local reading data (see ESSER II info), as well as some students with known mental health issues are now having even more mental health issues. Everyone has suffered with dealing with loss this year-- loss of routine, loss of income, loss of family members, loss of in-school structure, loss of normal dances and activities. We did our best to provide supports for our students with disabilities during the remote learning, but some kids just need in-person, hands-on, one-on-one supports that you just can't effectively provide when you aren't physically together.

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

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

We will only have around \$500 left in our ESSER 1 funds that we have not yet allotted. We will continue to use it for current COVID expenses, such as additional cleaning supplies or to help pay for more summer school or COVID related classroom 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 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

COVID-19 had a dramatic impact on student learning. Our focus on ESSER I moneys was to buy supplies for remote learning and then to provide supplies to create a safe environment for our students to return to. Our focus for ESSER II moneys will be to focus on literacy and learning loss. Overall, we had 15% of our students drop from at-grade level on STAR Reading before the pandemic, to below-grade level, using STAR Reading data. This is a pretty significant decline, and we are working to help those students catch back up by using ESSER II funds for literacy curriculum and summer tutoring. This money will all be spent in 2021, as we want to get our kids help now instead of waiting three years. We plan to purchase K-5 and a 6-12 reading curriculums that are evidence and research-based. We feel getting our teachers quality instructional materials will help us bring up those reading scores the fastest. We also would like to provide summer tutoring for K-12. We will provide 1-1 or small group tutoring for the kids who are below grade level in K-6. In JH/HS, we will provide a teacher to reteach content for credit recovery for any students that failed a class due to time missed due to COVID sickness or quarantines or due to issues with successfully learning using remote methods.

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

We have no per-student allocation. We will be able to determine the impact of our expenditures by seeing growth in our STAR Reading data, growth in our state assessments, and reduction in the numbers of students that need tier 3 supports.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Amy Rother

Date | 04/29/2021

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

USD	District Name	Data as of
242	Weskan	May 18, 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	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	\$ -	\$ -	\$ -	07-1000-644-0	
242-1-002	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	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.	\$ 10,880	\$ 10,880	\$ -	\$ -	\$ -	07-1000-644-2	

242-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	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.	\$ 2,157	\$ 2,157	\$ -	\$ -	\$ -	07-1000-110-1
242-1-004	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security contributions for summer school teachers who tutor students.	\$ 165	\$ 165	\$ -	\$ -	\$ -	07-1000-220-0
242-1-005	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Compensation contributions for summer school teachers who tutor students.	\$ 2	\$ 2	\$ -	\$ -	\$ -	07-1000-260-0

Kansas CommonApp (2020)

1536-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



dyEmEPMd

246_Northeast_ESSER II Plan_0427

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 | Northeast USD 246

Applicant / Mailing Address

Northeast USD 246
1001 E. South Street - P.O. Box 669
Arma, KS 66712

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

Applicant / Email Address of Owner, CEO, or Executive Director | tforester@usd246.org

Applicant / Phone Number | 620-347-4116

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) | 48-0724473

Application details

Full District Name | Northeast USD 246

District Number	246
Mailing Address Street Address	1001 E. South Street - P.O. Box 669
Mailing Address City	Arma
Mailing Address Zip Code	66712
Authorized Representative of the District Name	Tiffany Forester
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	tforester@usd246.org
Authorized Representative of the District Phone Number	+16203474116
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 impact on our district has primarily been two-fold. Our first concern was for the physical health of our students. We knew we needed to invest in new cleaning equipment, as well as personnel, to keep the building sanitized. We also purchased PPE for our staff and students.

We knew we had to get our students recovered from missing the last nine weeks and believe our decision to have class on a daily basis helped with getting our students caught up. We had very few students do remote learning. We also purchased educational technology that would benefit our students to get them to the appropriate grade level. We also provided after-school sessions for students that were struggling. We already provide Chromebooks for each of our students.

We currently have a school therapist that we get through Community Health and she is on campus a couple of days a week and helps us with the mental well-being of our students.

We did have one week where we needed to shut the high school down because of the high number of quarantined students we had, but other than that we feel we have had a pretty good year in these unpredictable times. We plan to add a nurse next year to help our students with not only the pandemic but with common health issues they have. We are continuing to look for better ways to sanitize our facilities and to try to provide the best meal service we can 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?	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 I SPED funding is spent in full. The plan is to spend the remaining ESSER I funds this fiscal year on learning loss programs, certified salaries (substitutes and after school tutoring), cleaning/sanitizing equipment and classified staff who are going to continue additional sanitizing measures through the end of the school year.

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

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

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

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

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

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

We have a concern for the physical well-being of our students. We have no school nurse in our district and would like to employ a school nurse with the funds.

We will use funds to continue to purchase PPE for our staff and students as well as better equipment to keep our buildings sanitized.

Our fourth-grade class has grown this year due to students transferring in. We will be adding a section next year which means we will be adding a 5th grade teacher to keep the class sizes small.

We also plan to add a para for the students in Junior High School that receive Title Services.

We will have summer school for the first time at our high school. We will employ teachers for this session concentrating on credit recovery and the students that have fallen behind.

We have purchased additional technology for our students and staff to use to address the academic loss we had in our primary grades especially. We have purchased the multi-year packages for the technology. We have supported both tutoring and after-school programs to address academic loss and wish to continue these.

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

ESSER II funds will positively impact the district by allowing us to continue the fight against this pandemic without using our district funding.

We would not be able to afford many if not all of the expenses if we had to use the general fund and other district funds.

Our school will be cleaner and better sanitized which will account for the overall better health of our students.

The district was not able to afford the added staff we plan to hire, especially the school nurse.

Students will be positively impacted by the purchase of the learning technologies and resources so they can academically catch up.

We have not been able to provide summer school in the past and now we can for our students that need additional help.

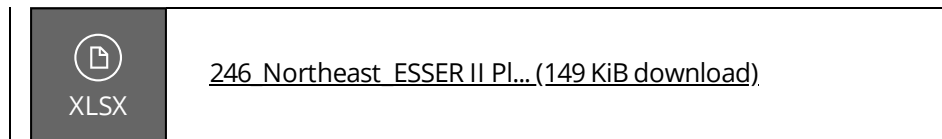
It will also help us pay for substitutes if our teachers have to get tested, get the virus, or are quarantined.

Notes on ESSER II application Excel template:

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

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Tiffany Forester

Date | 04/27/2021

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

USD	District Name	Data as of
246	Northeast	May 18, 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
246-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Added staff for our upcoming 5th grade to lower the number of students per class.	\$ 96,000	\$ -	\$ 48,000	\$ 48,000	\$ -	80350	
246-1-002	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Added Junior High Para to support those students who have been affected by the original school closure and helping make up the learning loss gap.	\$ 70,000	\$ -	\$ 35,000	\$ 35,000	\$ -	80500	
246-1-003	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush Administrative Services for 2021-2022. Offers leadership support and professional learning services.	\$ 1,350	\$ -	\$ 1,350	\$ -	\$ -	80300	
246-1-004	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing PPE, masks, thermometers, and gloves	\$ 20,339	\$ -	\$ 12,339	\$ 8,000	\$ -	80150	
246-1-005	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing of specialty cleaning equipment that is necessary to mitigate the virus within the school buildings.	\$ 130,000	\$ -	\$ 65,000	\$ 65,000	\$ -	80200	

246-1-006	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing of wipes, disinfectant, spray, and other cleaning supplies as needed to mitigate the virus in the buildings.	\$ 80,613	\$ -	\$ 40,306	\$ 40,306	\$ -	80150	
246-1-007	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Student Enrichment Services for 2021-2022 which includes programs from The Science Center that are an interactive learning experience provided to the students either virtually or through on-site programs.	\$ 5,750	\$ -	\$ 5,750	\$ -	\$ -	80300	
246-1-008	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Microphones for Teachers for when the students are more spreadout throughout the class they can easily hear the teacher, or for when the teacher has to Remote Teach so that the students on the other end can hear the teacher loud and clear.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	80050	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.

246-1-009	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Purchase of Second Step which is an online mental health program to assist students with their social emotional learning.	\$ 5,083	\$ -	\$ 5,083	\$ -	\$ -	80300	
246-1-010	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Extended Learning and After School Tutoring opportunities will be provided to all students to make up any learning loss that they may incur.	\$ 15,000	\$ -	\$ 7,500	\$ 7,500	\$ -	80350	
246-1-011	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Purchase of ExploreLearning Reflex to assist students with Learning Loss.	\$ 7,562	\$ -	\$ 7,562	\$ -	\$ -	80250	
246-1-012	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Purchase of ESGI which is an assessment tracker to determine learning loss among the students.	\$ 639	\$ -	\$ 639	\$ -	\$ -	80250	
246-1-013	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Purchase of Generation Genius a program that provides online Science videos, lessons, and activities to help provide additional material to those students affected by learning loss.	\$ 995	\$ -	\$ 995	\$ -	\$ -	80250	
246-1-014	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	Hiring a school nurse for the district will better allow the district to determine the needs/sickness of a child and take the appropriate steps in sending a child home or back to class.	\$ 90,000	\$ -	\$ 45,000	\$ 45,000	\$ -	80450	

246-1-015	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Substitutes will be paid when teachers are out due to quarantine guidelines.	\$ 12,000	\$ -	\$ 7,000	\$ 5,000	\$ -	80350	
246-1-016	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replace/Upgrade HVAC Systems as needed during the next two years	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	80200	Allowable if CDC guidelines are met
246-1-017	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will be offered at the high school for the first time to help those students who have fallen behind.	\$ 5,000	\$ -	\$ 2,500	\$ 2,500	\$ -	80350	

Kansas CommonApp (2020)

1439-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



BEvLNqxV

249_Frontenac_ESSER II Plan_0416

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 249 Frontenac Schools

Applicant / Mailing Address

| rsimoncic@frontenac249.org

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

Applicant / Email Address of Owner, CEO, or Executive Director | rsimoncic@frontenac249.org

Applicant / Phone Number | 620-231-7551

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 | Frontenac

District Number | 249

Mailing Address | Street Address | 208 S Cayuga

Mailing Address City	Frontenac
Mailing Address Zip Code	66763
Authorized Representative of the District Name	Rick Simoncic
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	rsimoncic@frontenac249.org
Authorized Representative of the District Phone Number	+16202317551
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	junderwood@frontenac249.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.

All of our students have been impacted by Covid-19. Some of our students have shown learning loss while other students have shown learning gains throughout the 2020-21 school year. The students who have been affected the most are students with disabilities, students in poverty, and English language learners. Our social emotional data have indicated that many of our students have struggled with the effects of the pandemic. This would amount to about fifty percent of our student population. Our math and English data shows a decline in our ACT data while science, stem, reading, writing, and ELA data shows a slight increase. Our elementary data shows a decline in math over the course of this school year. We will implement programs to address learning loss.

Our district has spent money to ensure social distancing could be achieved throughout the school campus for things like plexiglass dividers, additional student desks to replace collaborative learning environments, and personal protective equipment.

We are more fortunate than many school districts because we were able to have in-person learning during the 2020-2021 school year. I believe this allowed our district to address many students' deficits. We are planning to begin addressing learning loss beginning this summer.

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 providing an additional school bus route to ensure our students can continue to social distance on school buses. The remaining funds will be used to pay for the bus drivers salary. Our district continues to purchase supplies and sanitation equipment to ensure our students and staff are as safe as possible throughout this pandemic.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and 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.
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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

Our district has hired additional staff to address our pandemic needs from the pandemic. We made a part time custodian full time to address the additional time required to set up and take down additional cafeteria tables and plexiglass partitions to promote social distancing in our gymnasium for lunch. We hired an English language aide to address learning loss with our ELL students. The board just approved the district to hire a MTSS teacher for next year to help low achieving students in the junior high/high school that don't qualify for special education services.

We plan to purchase social emotional curriculum, student improvement services and student enrichment services through Greenbush. The district will enhance our before and after school programs for students needing additional classroom support.

We are purchasing iWave air purifiers and Merv 13 air filters to provide better air quality in all our classrooms.

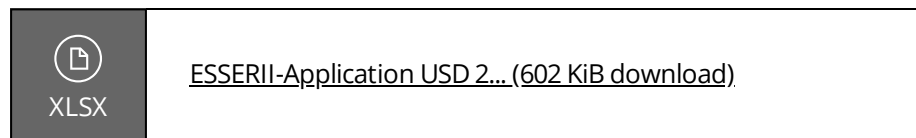
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Assessment data will reflect student improvement over the course of ESSER funding period, so the district can track student improvement. Our goal is for all students to be at grade level or better. Hopefully, we can improve attendance by improving the air quality with merv 13 air filters and iwave air purifiers. The district hopes this will reduce the number of students that get sick. This will be tracked with daily 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 II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature

| Rick Simoncic

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

USD	District Name	Data as of
249	Frontenac Public Sch	May 18, 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
249-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Sub teachers for classrooms who have teachers remoting in due to COVID quarantines, Remote learning teachers for kids who are on remote due to COVID, Summer School teachers, MTSS teacher for the JH/HS level to help with student learning loss due to COVID.	\$ 106,500	\$ 28,500	\$ 78,000	\$ -	\$ -	73510	Per applicant: FY21: \$4000 for Substitute Teacher Salaries for 2nd semester teachers having to remote in due to Covid so they have coverage in the classroom. \$24,500 is the long term substitute teachers to allow for the elementary remote students to have a dedicated teacher. FY22: \$13,000 Summer School teachers salaries Elem, JH, and HS. \$65,000 MTSS Teacher for the JH/HS. Summer school for referred kids: Elementary 3 weeks, 5 days a week, 3 hours a day, 5 teachers, estimated 50 kids; JH 3 weeks, 4 days a week, 3 hours a day, 4 teachers, estimated 40 kids; and HS 3 weeks, 4 days a week, 6 hours a day, 2 teachers, estimated 15 students.
249-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Teachers pay for after school tutoring programs at all levels to help with student loss from COVID.	\$ 32,500	\$ 12,500	\$ 20,000	\$ -	\$ -	73540	

249-1-003	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	The district hired a Bilingual Aide to address learning loss for our non-english speaking students.	\$ 29,500	\$ 14,500	\$ 15,000	\$ -	\$ -	73550	
249-1-004	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	Board Paid fringe benefit for bilingual aide position and for the MTSS position	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	73560	
249-1-005	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Employer fica match for salaries listed above positions.	\$ 13,000	\$ 4,000	\$ 9,000	\$ -	\$ -	73520	

249-1-006	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment paid for salaries listed above position	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	73530	
249-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials	10. Providing mental health services and supports	Software to address the social emotional needs for our students.	\$ 20,320	\$ 10,160	\$ 10,160	\$ -	\$ -	73500	
249-1-008	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Half time custodian added to help with additional cleaning measures to help prevent the spread of COVID. Additional lunchroom time set up and take down of tables and plexiglass partitions.	\$ 27,500	\$ 13,500	\$ 14,000	\$ -	\$ -	73570	
249-1-009	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Employer fica match for salary of the part time custodian postion.	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	73580	
249-1-010	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Unemployment for the part time custodian postion.	\$ 200	\$ 100	\$ 100	\$ -	\$ -	73590	
249-1-011	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Air filters and iWave air purifiers for HVAC units to encourage a healthy envirnoment and to prevent the spread of COVID.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	73600	Allowable if CDC guidelines are met

249-1-012	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	SFA reading roots 5th edition with new online resources to focus on small group introduction and addresses learning loss due to COVID.	\$ 6,715	\$ 6,715	\$ -	\$ -	\$ -	73500	
249-1-013	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	No touch faucets/flushers & other sanitation supplies to prevent the spread of COVID.	\$ 20,000	\$ 15,000	\$ 5,000	\$ -	\$ -	73600	
249-1-014	Eligible	Direct Allocation	Instruction	Dues and Fees	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Greenbush School Improvement Services - support in the areas of curriculum, instruction, assessment, and accreditation. Greenbush Student Enrichment Services - engage students in learning experiences impossible in traditional school settings (science center, ropes course, virtual enrichment labs, student leadership programs, outdoor education, hands-on learning experiences). These programs will help address learning loss due to COVID school closures.	\$ 43,748	\$ 21,748	\$ 22,000	\$ -	\$ -	73650	

249-1-015	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Pitsco Education Curricular program including STREAM Missions. STEM/Coding curriculum. Curriculum that creates learning opportunities that build the collaboration and problem-solving skills needed for a lifetime of learning and working, enables students to make connections among the four areas of STEM learning. Utilizing this curriculum in Elementary Summer School and in school year 2021-22.	\$ 52,779	\$ 52,779	\$ -	\$ -	\$ -	73500	Row added per applicant's request. Per narrative, The students who have been affected the most are students with disabilities, students in poverty, and English language learners. Our social emotional data have indicated that many of our students have struggled with the effects of the pandemic. This would amount to about fifty percent of our student population. Our math and English data shows a decline in our ACT data while science, stem, reading, writing, and ELA data shows a slight increase. Our elementary data shows a decline in math over the course of this school year. We will implement programs to address learning loss.
249-1-016	Eligible	Direct Allocation	Instruction	Dues and Fees	12. Addressing learning loss among students, including vulnerable populations	Summer camp enrichment experience at Greenbush Abernathy Science Center for elementary summer school.	\$ 2,250	\$ 2,250	\$ -	\$ -	\$ -	73650	Row added per applicant's request and please see previous row for support.

Kansas CommonApp (2020)

1383-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



kjKrywNI

258_Humboldt_ESSERII Plan_0426

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 258 Humboldt

Applicant / Mailing Address

| 801 New York

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

Applicant / Email Address of Owner, CEO, or Executive Director | kay.lewis@usd258.net

Applicant / Phone Number | 6204733121

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

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

Application details

Full District Name | Unified School District Humboldt

District Number | 258

Mailing Address | Street Address | 801 New York St.

Mailing Address City	Humboldt
Mailing Address Zip Code	66748
Authorized Representative of the District Name	Kay Lewis
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	kay.lewis@usd258.net
Authorized Representative of the District Phone Number	+16204733121
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	paula.kovacic@usd258.net
Other District Representative 2 Email Address	amber.wheeler@usd258.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 district K-12 students have been impacted by covid this year. Even though we were in person and we also had some remote learners at the same time we had some learning loss from March 2020 until now. After viewing our Fastbridge data our district was 51% at risk overall. By viewing our sub group population we see that our special education and free and reduced students had the most impact of student learning loss. Overall our students social emotional health suffered as well. We had 48% fall in the at-risk category of the SABRS Assessment.

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 money will be spent on part time custodians that were hired and a part time cook. The ESSER I SPED funding has already been spent.

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

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

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

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
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- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and 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 K-12 students have been impacted by covid this year. Even though we were in person and we also had some remote learners at the same time we had some learning loss from March 2020 until now. After viewing our Fastbridge data our district was 51% at risk overall. To help with this gap we are planning on summer school, using money to cover teachers for additional training in the use of science in reading, math and how to look at data from our Fastbridge assessment which we just purchased this year. We are looking at strengthening our elementary with using decodable readers, Really Great Reading and through purchasing assessment tools. We are also purchasing computers at the high school for in person and remote learning for next school year. We are purchasing Core Essentials for additional curriculum for social emotional for our K-12 students.

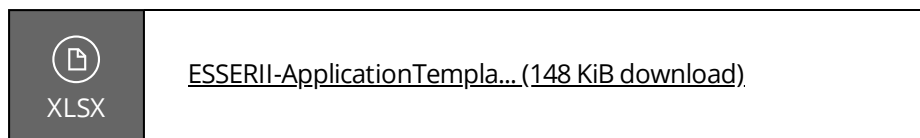
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will determine the effectiveness of our expenditures through our assessments of Fastbridge and STAR. We will view sub groups and have weekly meeting on 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.
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- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements

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

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Kay Lewis

Date | 04/26/2021

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

USD	District Name	Data as of
258	Humboldt	May 18, 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
258-1-001	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School: We will have summer school for students to help close the achievement gap due to covid. Students were chosen based on Fastbridge scores. 40% below	\$ 16,100	\$ 16,100	\$ -	\$ -	\$ -	59300	Seven teachers, one para: 60 students invited- K-12th, H.S. 4 days, Elementary/Middle 5 days. 4 hours total a day. Covering Math & Reading. (Phone Call 5/7/21)
258-1-002	Eligible	Direct Allocation	Instruction	Full-Time Substitutes' Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	We will use subs to help pay for professional development on evidence based activities to met the comprehensive needs of students. LETRS training, additional training for Fastbridge and how to look at the data, a program that will help meet the needs of teaching the science of math.	\$ 21,600	\$ 21,600	\$ -	\$ -	\$ -	59350	Paying for subs to cover classes to allow for teachers to engage in PD to learn strategies that close the learning gap caused by COVID (Phone Call 5/7/21)
258-1-003	Eligible	Direct Allocation	Instruction	Other	12. Addressing learning loss among students, including vulnerable populations	Fastbridge will be utilized as our high quality asesement to accurately access student's academic progress and assist teachers in meeting students academic needs.	\$ 5,400	\$ 5,400	\$ -	\$ -	\$ -	59400	Assess students for the learning gaps caused by COVID in March 2020 and additionally, gaps due to students quarantining throughout the school year.
258-1-004	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The computers will be utilized for in person learning to address achievement gaps caused by covid. This is for 25 computers.	\$ 28,250	\$ 28,250	\$ -	\$ -	\$ -	59450	Computers to support interventions during in-person learning. (Phone Call 5/7/21)

258-1-005	Eligible	Direct Allocation	Instruction	Textbooks	11A. Planning and implementing summer learning or enrichment programs	We will use the Bridges Math learning centers for summer school to improve number sense for students. This will also be used during the school year for classroom and math intervention use. The elementary shows they are at 38% considered at-risk on Fastbridge to clo assessment. We need to close this learning gap created by COVID and students quarantining.	\$ 7,950	\$ 7,950	\$ -	\$ -	\$ -	59500	
258-1-006	Eligible	Direct Allocation	Instruction	Textbooks	10. Providing mental health services and supports	We are purchasing the Core Essential curriculum K-12 for social emotional well being of our students due to COVID. This is evidence based curriculum . We have 51% of our students are at-risk according to my SAEBRS data. This curriculum will be partnered with Second Step which we already have in place.	\$ 1,200	\$ 1,200	\$ -	\$ -	\$ -	59500	
258-1-007	Eligible	Direct Allocation	Instruction	Other	12. Addressing learning loss among students, including vulnerable populations	STAR/AR Assessment will be utilized as our high quality assessment to accurately assess student's academic progress and educational needs caused by COVID, as well as assist teachers in meeting students academic needs,	\$ 3,509	\$ 3,509	\$ -	\$ -	\$ -	59550	

258-1-008	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	We plan to utilize decodable readers at the elementary level during summer school and also during reading groups. Our elementary students scored 38% at-risk according to the Fastbridge data. We will have summer school for students to help close the achievement gap due to covid.	\$ 8,955	\$ 8,955	\$ -	\$ -	\$ -	59600	
258-1-009	Eligible	Direct Allocation	Instruction	Workbooks	12. Addressing learning loss among students, including vulnerable populations	Really Great Reading is a great reading resource that TASN recommends for reading. This program will be utilized to meet the comprehensive reading needs of our students. This program will be used for core instruction and intervention for K-5s.	\$ 19,704	\$ 19,704	\$ -	\$ -	\$ -	59650	Really Great Reading will be used in both summer school and during the school year to provide interventions to students who have an identified learning loss. (Phone call 5/7/21).

Kansas CommonApp (2020)

1611-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



rOoBqXBr

263_Mulvane_ESSER II Plan_0512

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 263 Mulvane

Applicant / Mailing Address

628 E Mulvane
PO Box 130
Mulvane, KS 67110

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Jay Ensley

Applicant / Email Address of Owner, CEO, or Executive Director | jensley@usd263.org

Applicant / Phone Number | 316-777-1102

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) | 48-6006243

Applicant / Website Address (if applicable) | USD263.com

Fiscal Agent / Name (if applicable) | Carolyn Young

Fiscal Agent / Email (if applicable) | cyoung@usd263.org

Fiscal Agent / Mailing Address (if applicable)

628 E. Mulvane Street
PO Box 130
Mulvane KS 67110

Application details

Full District Name | Unified School District No 263

District Number | 263

Mailing Address | Street Address | 628 E. Mulvane Street

Mailing Address | City | PO Box 130

Mailing Address | Zip Code | 67110

Authorized Representative of the District | Name | Dr. Jay Ensley

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | jensley@usd263.org

Authorized Representative of the District | Phone Number | +13167771102

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

Other District Representative 1 | Email Address | rgreer@usd263.org

Other District Representative 2 | Email Address | cyoung@usd263.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.

COVID19 has required our district to adjust nearly every aspect of what it means to be "in school". This year, our students participated in a hybrid learning model (halftime on-site and half-time remote) for the 1st, 2nd, and 3rd 9 weeks. Then, transitioned to full-time on-site for the final 9 weeks.

During the Hybrid and Remote Learning modes, our academic achievement data has shown a decline in some places, particularly in early reading skills for grades K-1st - impacting approximately 250 students. Overall Reading and Math scores for grades 3-9 have shown some increases and some decreases, yet, have held steady showing no significant loss or gain.

Finally, we have also observed an escalation of severe behavior for students with family distress or mental health concerns at all grade levels – specifically impacting 40-50 students.

We have also seen an escalation in emotional responses from parents and community members, particularly regarding leadership decisions.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
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- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

A summer learning program, Wildcat University, will be available to any currently enrolled student. Students who choose to attend will receive 3 hours of individualized instruction in reading and math based on FASTBridge data. Wildcat University will be 4 days/week for 4 weeks and class sizes will be at 15 students or less.

Early reading scores will be addressed through additional staff and specialized training. Adding a 1st-grade teacher will decrease the class size to better address Tier 2 interventions. Over 50% of our incoming 1st-grade students are performing below the benchmark, so Tier 2 interventions will need to be done by the regular education teacher. In addition, all teachers in grades K-3 will receive 5 days of Pathways training. A core group of teacher-leaders in grades K-3 have attended LETRS training and will provide support to their respective grade levels. We plan to purchase the 95% group and 6-minute solution for a tier 2 curriculum intervention resource. We also plan to add a Special Education case manager for Primary school (grades K-2) to answer the additional needs observed from the last year being hybrid and remote the majority of the time.

The escalation in the severity of behavior will be addressed through additional staff and specialized training. Adding a social worker for the High School will eliminate sharing this service between buildings, and address the increased social-emotional needs at the secondary level over the last year. In addition, we will contract with Capturing Kids Hearts for year 1 implementation to better equip all staff with specific strategies to build positive relationships and facilitate a positive culture. We believe this will help reset our schools as everyone comes back together full time in the fall.

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 will continue to assess academic and behavior data each Fall, Winter, & Spring using FASTBridge assessments and curriculum-based measures. In addition, we will review ACT & ACT WorkKeys and KCTC survey data. We will also review KSDE quantitative data for Kansas Assessments, Graduation Rate, and Post-Secondary Success. Adjustments to our KESA goals will be made by our District and Building Leadership Teams as we review this data to ensure we continue implementing strategies that meet the needs of our students.

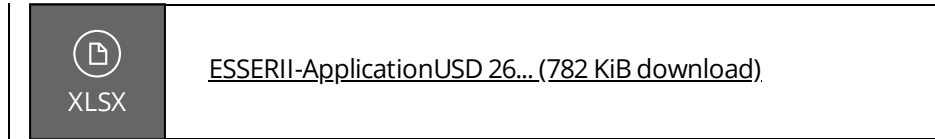
Notes on ESSER II application Excel template:

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section

1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Jay M. Ensley

Date | 05/12/2021

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

USD	District Name	Data as of
263	Mulvane	May 18, 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
263-1-001	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Wildcat University Summer Learning Program for Grades K-12 to address learning loss in reading and math. Instruction will be based on FASTbridge data. Budgeted expenditures include: Salaries for teachers, admin, nurse, speech-language pathologist, paras, and bus drivers.	\$ 150,000	\$ 150,000	\$ -	\$ -	\$ -	93 E 1000 110	
263-1-002	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	95% Group, Pathways, & LETRS curriculum materials and summer professional learning for teachers to use effectively. This curriculum will provide additional resources for general education teachers to provide Tier 2 reading support.	\$ 48,650	\$ 48,650	\$ -	\$ -	\$ -	93 E 1000 644	

263-1-003	Eligible	Direct Allocation	Instructional Staff Training Services	Professional-Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Leadership Training - During COVID19, we have seen a significant increase in emotional communication from all stakeholders. This summer, district and building admin will complete 12 professional learning 4 hour sessions to cover the Process Communication Model & Leading out of Drama courses. This will be provided by Next Element consulting in Newton, KS.	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	93 E 2213 320	
263-1-004	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	FASTBridge assessment system for reading, math, and SEL.	\$ 13,100	\$ 13,100	\$ -	\$ -	\$ -	93 E 1000 610	
263-1-005	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	IXL for all students grades K-8 to combines curriculum, a continuous diagnostic, individual guidance, and real-time analytics to help teachers differentiate instruction for each of their students	\$ 39,000	\$ 39,000	\$ -	\$ -	\$ -	93 E 1000 610	

263-1-006	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Edgenuity & MyPath for students grades 9-12 to provide students with age-appropriate, online instruction and give teachers the ability to monitor academic progress during remote learning or recovering from learning loss.	\$ 29,000	\$ 29,000	\$ -	\$ -	\$ -	93 E 1000 610	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.
263-1-007	Eligible	Direct Allocation	Central Services	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Additional Tech Paras to implement & support additional student devices added during COVID 19 remote & hybrid learning modes.	\$ 63,000	\$ 63,000	\$ -	\$ -	\$ -	93 E 2500 120	
263-1-008	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Securly software - parent access for home monitoring of student devices during COVID 19 remote & hybrid learning modes	\$ 39,000	\$ 39,000	\$ -	\$ -	\$ -	93 E 1000 110	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.

263-1-009	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	1 Additional Special Education teacher for grades K-2. Following remote & hybrid learning, we have seen an increased need for student academic and behavior supports in early grades. The additional teacher will serve students with IEPs in reading, math, and SEL skill development.	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	93 E 1000 110	
263-1-010	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional Social Worker is needed at Mulvane High School to assist students and families with resources & counseling support. Due to COVID19, we have seen an increase in mental health concerns for students and families, especially those who were already in some type of distress.	\$ 62,800	\$ 62,800	\$ -	\$ -	\$ -	93 E 2110 110	

263-1-011	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payment for additional staff duties resulting from COVID19 scheduling - teacher plan times used for working with students.	\$ 6,100	\$ 6,100	\$ -	\$ -	\$ -	93 E 1000 110	Per clarification email from district: Since March 29, 2021, we have transitioned from a Hybrid Learning Mode to nearly all being in a Full-day On-site Learning Mode. From this transition, beginning on 3/29/21, we have been using 3 teachers to teach (additional staff duties) during their plan period, to help cover classes and students through 5/26/21. Therefore, this would be a request for reimbursement for past expenses.
263-1-012	Eligible	Direct Allocation	Instructional Staff Training Services	Professional-Education Services	10. Providing mental health services and supports	Capturing Kids Hearts- We would like to implement a system-wide Tier 1 support for SEL. After remote & hybrid learning due to COVID19, we have seen an increase in emotional responses during communication and student escalated behavior. Budget includes Capturing Kids Hearts initial 2 day training for all district staff and coaching support for implementation.	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	93 E 2213 320	

263-1-013	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Additional Special Education paras for the primary school. Following remote & hybrid learning, we have seen an increased need for student academic and behavior supports in early grades. The para will serve students with IEPs in reading, math, and SEL skill development.	\$ 38,000	\$ 38,000	\$ -	\$ -	\$ -	93 E 1000 110	
263-1-014	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payment for additional staff duties resulting from COVID19 health protocols, mitigating the spread of virus.	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	93 E 1000 110	Per clarification email from district: This school year we have used classified staff for additional staff duties and additional time worked before and after school, for temp checks, mask checks, at multiple entrances. This was funded by ESSER 1 until it was exhausted on November 29, 2020. The amount listed is a request for reimbursement for past expenses, for the additional staff duties from 11/29/20 through 5/26/21.
263-1-015	Eligible	Direct Allocation	Instruction	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Band instrument mouthpieces to prevent the spread of virus.	\$ 1,120	\$ 1,120	\$ -	\$ -	\$ -	93 E 1000 610	
263-1-016	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Corwin Press Daily Routine to Jumpstart Math for grades K-8. Curriculum materials for teachers to use as an additional resource for general education Math support.	\$ 550	\$ 550	\$ -	\$ -	\$ -	93 E 1000 644	

263-1-017	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Six Minute Solution - Reading Fluency curriculum and materials for teachers to use effectively. This curriculum will provide additional resources for general education teachers to provide Tier 2 reading support.	\$ 1,155	\$ 1,155	\$ -	\$ -	\$ -	93 E 1000 644	
263-1-018	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Summer Program materials - Notebooks for organizing and planning for individualized plans of study to address individual student needs.	\$ 1,005	\$ 1,005	\$ -	\$ -	\$ -	93 E 1000 610	
263-1-019	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	1 Additional 1st grade teacher -- FASTBridge early reading data indicates a significant loss (fall 2020 - winter 2021) for incoming 1st grade students. We have approx. 50% of students below benchmark, indicating a need for tiered supports within the general education classroom. An additional 1st grade teacher will reduce class size and assist in providing tier 1 supports.	\$ 62,800	\$ 62,800	\$ -	\$ -	\$ -	93 E 1000 110	

Kansas CommonApp (2020)

1609-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



pJrnydLp

281_Graham County_ESSER II_0521

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Graham County-Hill City

Applicant / Mailing Address

USD 281
PO Box 309
Hill City, KS 67642

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

Applicant / Email Address of Owner, CEO, or Executive Director | DaleDeighton@usd281.com

Applicant / Phone Number | 785-321-2135

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) | Dale Deighton

Fiscal Agent / Email (if applicable) | DaleDeighton@usd281.com

Fiscal Agent / Mailing Address (if applicable)

Dale Deighton, Graham County
PO Box 309
Hill City, KS 67642

Application details

Full District Name		Graham County USD 281
District Number		281
Mailing Address Street Address		117 N 3rd St
Mailing Address City		Hill City
Mailing Address Zip Code		67642
Authorized Representative of the District Name		Dale Deighton
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		daledeighton@usd281.com
Authorized Representative of the District Phone Number		+17854212135
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		nancylaw@usd281.com

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

USD 281 has 57% economically disadvantaged population and the impact on our students when they had to be quarantined effected their ability to keep up the necessary learning.

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

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

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

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

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

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

We are using the funds to purchase computers for our students, teachers, and classrooms. We are also using the funds to purchase software so that we can test for learning loss and the emotional effect that the pandemic has had on our students. We are providing summer school for students that have had the most learning loss. We are employing a counselor to help with the social and emotional needs of both our students and staff.

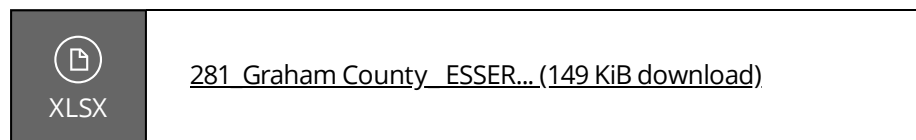
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

With the purchase of the fastbridge program. We will be able to test the learning of our students and the emotional status of our students.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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[72 FR 3703, Jan. 25, 2007]

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

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

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Dale Deighton

Date | 05/07/2021

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

USD	District Name	Data as of
281	Graham County	May 18, 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
281-1-001	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Extra cleaning of the facilities	\$ 26,880	\$ -	\$ 26,880	\$ -	\$ -	41051	
281-1-002	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA	\$ 2,057	\$ -	\$ 2,057	\$ -	\$ -	41057	
281-1-003	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment	\$ 257	\$ -	\$ 257	\$ -	\$ -	41058	
281-1-004	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Counselor salaries	\$ 42,350	\$ -	\$ 42,350	\$ -	\$ -	41052	
281-1-005	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA	\$ 3,239	\$ -	\$ 3,239	\$ -	\$ -	41059	

281-1-006	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment	\$ 329	\$ -	\$ 329	\$ -	\$ -	41060	
281-1-007	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teachers salaries for summer school to help with student learning loss	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	41050	
281-1-008	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA	\$ 382	\$ -	\$ 382	\$ -	\$ -	41050	
281-1-009	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment	\$ 38	\$ -	\$ 38	\$ -	\$ -	41056	
281-1-010	Eligible	Direct Allocation	Support Services (General Administration)	PURCHASE PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Software to test students learning loss and emotional needs.	\$ 4,800	\$ -	\$ 4,800	\$ -	\$ -	41099	

281-1-011	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Clear touch panels to help teachers zoom with students that are remote and to help students work in the classrooms so that the teacher can determine learning loss and support the loss	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	41130	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.
281-1-012	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Computers for students to use everyday either remote or in the classroom. Provides a computer for each and every student.	\$ 26,552	\$ -	\$ 26,552	\$ -	\$ -	41130	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.
281-1-013	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	10. Providing mental health services and supports	Trauma informed training and fastbridge trainings will give our teachers the tools to help our students deal with their emotional needs	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	41100	

Kansas CommonApp (2020)

1564-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



PpJkMeN

315 Colby Public Schools ESSER II Plan 0430

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Colby Public Schools

Applicant / Mailing Address

| 600 West Third Street
| Colby KS, 67701

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

Applicant / Email Address of Owner, CEO, or Executive Director | Kbreenn@colbyeagles.org

Applicant / Phone Number | 7854605000

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 | Colby Public Schools

District Number | 315

Mailing Address Street Address	600 West Third Street
Mailing Address City	Colby
Mailing Address Zip Code	67701
Authorized Representative of the District Name	Katina Brenn
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	kbrenn@colbyeagles.org
Authorized Representative of the District Phone Number	+17854605000
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jdeyoung@colbyeagles.org
Other District Representative 2 Email Address	slong@colbyeagles.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 the pandemic hit, our students where forced first into a long-term closure and then multiple quarantines. The district implemented online learning in order to continue educating our students forced to stay home. Due to the increase in chronic absenteeism we quickly realized that there were equity and access issues amongst many of our families that were magnified due to a growing unemployment rate. Our initial focus was on removing technology barriers that impeded learning through providing students and teachers with the technology and curriculum access necessary.

When our students were able to return to face-to-face instruction in the fall of 2020 our district's focus shifted from long term remote learning to developing and implementing public health protocols to reduce additional learning loss due to quarantines. We worked with local health officials to determine the best strategies to reduce the number of students being exposed in our environment through PPE, additional sanitation supplies, and supplies that allowed us to implement social distancing standards.

Now that student attendance rates have increased and quarantines have decreased our focus is on assisting our students in rebounding from their learning loss through increasing both the amount and quality of learning time. The district will continue to provide access to continuous learning during student illnesses and/or quarantines. We will also use local diagnostic assessments to identify students academically at risk and provide summer programming to assist in reducing learning gaps and recovering skills/credits.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
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- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

Allowable Use(s): Coordination of preparedness response efforts/ Developing and implementing procedures, systems strategies and public health protocols:

- 40 hours for district/building staff to work with local agencies on preparedness and response efforts.

Allowable Use Cost = \$11,052.24

Allowable Use(s): Resources needed at individual buildings

- Insulated food bags and carts to provide breakfast in classrooms to implement social distancing protocols.

Allowable Use Cost = \$766.40

Allowable Use(s): PPE/supplies/sanitation

- Additional PPE and sanitize supplies to clean and sanitize the facilities.

Allowable Use Cost = \$28,109.78

Allowable Use(s): Software/hardware/connectivity

- 125 laptops, cases, and power cords to provide equitable access to learning during quarantines to address learning loss. (\$174,750.00)

- Zoom and curriculum connectivity to facilitate online learning during quarantines (\$6,616.50)

- TVs/interactive panels/carts/projectors/cameras/speakers to facilitate learning during quarantines (\$41,878.17)

Allowable Use Cost = \$223,244.67

Allowable Use(s): Mental health supports

- One-day presentation for student to discuss social emotional topics due to an increase in observable behaviors.

Allowable Use Cost = \$600.00

Allowable Use(s): Summer learning

- Summer programming for general education, special education, ELL, and migrant students determined at risk by local assessments.

June 1- June 30

8:30-11:30/12:30-3:30 ELA/Math/Credit Recovery Sessions

14 licensed teachers and 6 teacher aides

Pay based on negotiated agreement and regular school year classified hourly rate (\$80,000.00 in salaries + \$10,000.00 supplies)

Allowable Use Cost = \$90,000.00

Allowable Use(s): School facility to enable operation of schools to reduce risk of virus transmission and exposure

- Additional classroom desks/ tables to facilitate social distancing protocols (\$1,312.23)

- Additional 30 lunchroom tables to open an additional K-8 satellite lunchroom to facilitate social distancing protocols (\$60,613.44)

- Equipment to convert water fountains to bottle filling stations to implement health protocols (2,146.84)

Allowable Use Cost = \$64,072.51

Allowable Use(s): To improve the indoor air quality

- Additional air purifier filters.

Allowable Use Cost = 600.40

Total Cost = \$418,446.00

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

The district will determine the impact of ESSER II expenditures through:

- increased student access to learning as measured by device checkout and program log in rates;
- increased student diagnostic local assessment scores as measured by assessment screening reports;
- increased attendance as measured by student information system reports; and

- decreased student/staff exposures and quarantines due to the educational environment as measured by district/medical leave reporting.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

authorizing statute or implementing regulations for that program.

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

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§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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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Katina Brenn

Date | 05/10/2021

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

USD	District Name	Data as of
315	Colby Public Schools	May 18, 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
315-1-001	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of Software subscription for distance learning	\$ 530	\$ 530	\$ -	\$ -	\$ -	27-100-2200-300-64-01	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
315-1-002	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of textbooks to align with online curriculum for remote learning	\$ 3,591	\$ 3,591	\$ -	\$ -	\$ -	27-300-1000-644-15-02	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.

315-1-003	Eligible	Direct Allocation	Instruction	Films/Videos	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of Software subscription for distance learning	\$ 2,495	\$ 2,495	\$ -	\$ -	\$ -	27-100-1000-651-66-02	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.
315-1-004	Eligible	Direct Allocation	Instruction	Professional - Education Services	10. Providing mental health services and supports	One-day presentation for students to discuss social emotional topics due to an increase in observable behaviors.	\$ 600	\$ 600	\$ -	\$ -	\$ -	27-100-1000-320-75-02	
315-1-005	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	Additional air purifier filters	\$ 600	\$ 600	\$ -	\$ -	\$ -	27-100-2600-610-70-02	Allowable if CDC guidelines are met
315-1-006	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Flatscreens and carts to enable remote learning from the classroom	\$ 4,365	\$ 4,365	\$ -	\$ -	\$ -	08-400-1000-730-75-01	TVs/interactive panels/carts/projectors/cameras /speakers to facilitate learning during quarantines. 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.

315-1-007	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Flatscreens and carts to enable remote learning from the classroom	\$ 4,365	\$ 4,365	\$ -	\$ -	\$ -	33-400-1000-730-50-01	TVs/interactive panels/carts/projectors/cameras /speakers to facilitate learning during quarantines. 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.
315-1-008	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Flatscreens and carts to enable remote learning from the classroom	\$ 15,456	\$ 15,456	\$ -	\$ -	\$ -	27-300-1000-730-75-02	TVs/interactive panels/carts/projectors/cameras /speakers to facilitate learning during quarantines. 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.

315-1-009	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Flatscreens and carts to enable remote learning from the classroom	\$ 11,445	\$ 11,445	\$ -	\$ -	\$ -	27-200-1000-730-75-02	TVs/interactive panels/carts/projectors/cameras /speakers to facilitate learning during quarantines. Added the dollar amount from a removed line to this line per district. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
315-1-010	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Flatscreens and carts to enable remote learning from the classroom	\$ 5,633	\$ 5,633	\$ -	\$ -	\$ -	27-400-1000-730-75-02	TVs/interactive panels/carts/projectors/cameras /speakers to facilitate learning during quarantines. 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.

315-1-011	Eligible	Direct Allocation	Support Services - School Administration	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase 16 additional Lunchroom tables to open an additional K-8 satellite lunchroom to facilitate social distancing protocols and individual student tables for classroom distancing	\$ 32,048	\$ 32,048	\$ -	\$ -	\$ -	27-200-2400-730-75-02	
315-1-012	Eligible	Direct Allocation	Support Services - School Administration	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase 14 additional Lunchroom tables to open an additional K-8 satellite lunchroom to facilitate social distancing protocols	\$ 29,875	\$ 29,875	\$ -	\$ -	\$ -	27-300-2400-730-75-02	
315-1-013	Eligible	Direct Allocation	Support Services (Students)	Equipment	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health equipment- Thermometers and face shields	\$ 1,552	\$ 1,552	\$ -	\$ -	\$ -	27-100-2100-730-04-02	
315-1-014	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Health supplies-isolation supplies	\$ 389	\$ 389	\$ -	\$ -	\$ -	27-100-2100-610-04-02	

315-1-015	Eligible	Direct Allocation	Operation of Non-Instruction Services	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase insulated food bags and carts to provide breakfast in classrooms to implement social distancing protocols	\$ 766	\$ 766	\$ -	\$ -	\$ -	27-100-3000-610-60-01	
315-1-016	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	Additional PPE and sanitization supplies to clean and sanitize facilities	\$ 13,948	\$ 13,948	\$ -	\$ -	\$ -	27-100-2600-610-70-02	
315-1-017	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase of electrostatic sprayers to sanitize facilities. Purchase equipment to retrofit drinking water fountains to bottle filling stations to implement health protocols	\$ 12,289	\$ 12,289	\$ -	\$ -	\$ -	27-100-2600-730-70-02	
315-1-018	Eligible	Direct Allocation	Support Services - Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of equipment to allow more social distancing while enabling webinars to connect with face-to-face and remote learners	\$ 999	\$ 999	\$ -	\$ -	\$ -	27-100-2200-730-64-01	
315-1-019	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Rental of bottled water station, bottled water with bottle filling equipment for student and staff use	\$ 1,696	\$ 1,696	\$ -	\$ -	\$ -	27-200-2100-610-75-02	Details in narrative in common app: Equipment to covert water fountains to bottle filling stations to implement health protocols.

315-1-020	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Salaries for the Administration team to cover time spent planning , preparing and overseeing students and staff for remote learning and the return to face-to-face instruction	\$ 10,210	\$ 10,210	\$ -	\$ -	\$ -	27-100-2400-110-75-02
315-1-021	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Salaries for the Administration team to cover time spent planning , preparing and overseeing students and staff for remote learning and the return to face-to-face instruction	\$ 842	\$ 842	\$ -	\$ -	\$ -	27-100-2400-220-75-02
315-1-022	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer programming for general education, special education, ELL and migrant students determined at risk by local assessments. June 1- June 30, 2021. 14 licensed teachers and 6 teacher Aides. 8:30-11:30/12:30-3:30 ELA/Math/Credit Recovery Sessions	\$ 73,903	\$ 73,903	\$ -	\$ -	\$ -	27-100-1000-110-66-02
315-1-023	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Summer programming for general education, special education, ELL and migrant students determined at risk by local assessments. June 1- June 30, 2021. 14 licensed teachers and 6 teacher Aides. 8:30-11:30/12:30-3:30 ELA/Math/Credit Recovery Sessions	\$ 6,097	\$ 6,097	\$ -	\$ -	\$ -	27-100-1000-220-66-02
315-1-024	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Summer School Supplies-Curriculum	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	27-100-1000-610-66-02

315-1-025	Eligible	Direct Allocation	Support Services Instruction	Equipment	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	125 laptops, cases and power cords to provide equitable access to learning during quarantines to address learning loss	\$ 174,750	\$ 174,750	\$ -	\$ -	\$ -	27-100-2200-730-01-02	provide equitable access to learning during quarantines to address learning loss. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
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Kansas CommonApp (2020)

1542-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



EkqBzAbW

316_GoldenPlains_ESSER Expenditure Reporting

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Golden Plains USD 316

Applicant / Mailing Address

| PO Box 199
| Selden, KS 67757

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

Applicant / Email Address of Owner, CEO, or Executive Director | bhickert@usd316.org

Applicant / Phone Number | 785-386-4559

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 | Golden Plains

District Number | 316

Mailing Address Street Address	210 West 6th
Mailing Address City	PO Box 199
Mailing Address Zip Code	67756
Authorized Representative of the District Name	Robert A Schiltz
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	rschiltz@usd316.org
Authorized Representative of the District Phone Number	+17853864559
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	bhickert@usd316.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.

Although the direct impact on students at Golden Plains appeared to be minimal because school was not paused or switched to remote (we did provide a remote option) during the 2020-2021 year, we believe there was a social emotional impact that led to a loss of learning. Data from academic screeners showed an increase in tier 2 and tier 3 students at several grade levels from the fall to winter benchmark in both reading and math. We also had to make an extraordinary amount of DCF (Division of Children and Families) calls during the year, especially following the winter break. We do not know if this was because of additional stress on parents/students caused by Covid/unemployment, but the assumption is that it likely had something to do with it.

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

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

We only have ESSER I SPED (\$2,375) funds remaining. At this time, we have not decided on the best use of these funds.

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

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

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

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

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

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

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

Golden Plains has exciting plans to improve and expand our educational programs to address the COVID-19 needs of our students. We have scheduled a summer “boot camp” professional development with KS MTSS to provide training to all licensed staff and paraprofessionals. This training will encompass all MTSS strategies, most importantly, using data to drive decision making and address student needs. Included with this plan is the purchase of the Fastbridge screener, student intervention curriculum, and a social emotional curriculum.

Also in the plan is the purchase of online and hybrid textbooks as needed. This purchase will greatly mitigate the effects of future COVID-19 outbreaks for all students. Students will be provided continuous access to high-quality, standards-based curriculum regardless of attendance status. Remote learning will be easily facilitated with the new curriculum.

We also plan to add two new positions in the district to help students with learning loss, social emotional difficulties, and to mitigate future learning loss due to the COVID 19 pandemic.

Position one is for a math and reading interventionist team leader. This person will be responsible for student interventions and professional development to personnel providing interventions designed to address learning loss due to COVID-19 circumstances. Learning losses will be identified using Fastbridge data and corrected using the aforementioned intervention curricula.

Position two is for a Student Advocate Coordinator. This position will be responsible for developing and implementing a program to provide resources and strategies to students and families dealing with aspects of social emotional stress and the issues that coincide with that stress. Student counseling services, coordinating local professional resources with students/families in need, and peer mentoring are examples of strategies to be implemented. Resources/strategies from the Northwest Kansas Educational Service Center’s Project EVERS will also be implemented through this position.

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 data collected from assessments such as Fastbridge, ACT, KS Assessments, and student grades to determine the academic impact of our ESSER II allocation. We will use data from new and existing parent, student, and teacher surveys, in addition to student office referrals to determine the impact on students and families regarding social emotional concerns and improvement.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

prevent, prepare for, and respond to coronavirus.

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in

liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Robert A Schiltz

Date | 05/05/2021

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

USD	District Name	Data as of
316	Golden Plains	May 18, 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
316-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Up to 10 days of professional development outside of regular contracted time for teachers. Specifically, the training will be provided by KS MTSS to address learning loss in children.	\$ 48,800	\$ 19,600	\$ 29,200	\$ -	\$ -	94	
316-1-002	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security contributions for above salaries.	\$ 3,733	\$ 1,499	\$ 2,234	\$ -	\$ -	94	
316-1-003	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Unemployment/Workers Comp insurance for above salaries.	\$ 300	\$ 200	\$ 100	\$ -	\$ -	94	
316-1-004	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Up to 10 days of professional development outside of regular contracted time for paraprofessionals. Specifically, the training will be provided by KS MTSS to address learning loss in children.	\$ 21,332	\$ 9,332	\$ 12,000	\$ -	\$ -	94	
316-1-005	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security contributions for above salaries.	\$ 1,631	\$ 713	\$ 918	\$ -	\$ -	94	

316-1-006	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Unemployment/Workers Comp insurance for above salaries.	\$ 200	\$ 100	\$ 100	\$ -	\$ -	94	
316-1-007	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase of intervention curriculum, social emotional curriculum, and online textbooks to address learning loss and mitigate learning loss in the future.	\$ 24,544	\$ 12,272	\$ 12,272	\$ -	\$ -	94	
316-1-008	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	10. Providing mental health services and supports	Addition of one Student Advocacy Coordinator for the district. This person will be responsible for many aspects of student mental health issues attributed to COVID-19.	\$ 38,800	\$ -	\$ 38,800	\$ -	\$ -	94	Per narrative, This position will be responsible for developing and implementing a program to provide resources and strategies to students and families dealing with aspects of social emotional stress and the issues that coincide with that stress. Student counseling services, coordinating local professional resources with students/families in need, and peer mentoring are examples of strategies to be implemented. Resources/strategies from the Northwest Kansas Educational Service Center's Project EVERS will also be implemented through this position.
316-1-009	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	Social Security contributions for above salary.	\$ 2,968	\$ -	\$ 2,968	\$ -	\$ -	94	
316-1-010	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	Health, Unemployment,Workers Comp insurance for above salary.	\$ 8,500	\$ -	\$ 8,500	\$ -	\$ -	94	

316-1-011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Part-time reading and math interventionist team leader. This person will provide interventions and PD for others providing interventions based on data generated through the MTSS process.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	94	Per narrative, This person will be responsible for student interventions and professional development to personnel providing interventions designed to address learning loss due to COVID-19 circumstances. Learning losses will be identified using Fastbridge data and corrected using the aforementioned intervention curricula.
316-1-012	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security contributions for above salary.	\$ 1,912	\$ -	\$ 1,912	\$ -	\$ -	94	
316-1-013	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Health, Unemployment, Workers Comp insurance for above salary.	\$ 8,200	\$ -	\$ 8,200	\$ -	\$ -	94	

Kansas CommonApp (2020)

1278-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



zxOlrDJE

320_Wamego__ESSER II Plan_0407

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 320 Wamego

Applicant / Mailing Address

| 1008 8th Street
| Wamego, KS 66547

Applicant / First and Last Name of Owner, CEO, or Executive Director | Tim Winter, Superintendent

Applicant / Email Address of Owner, CEO, or Executive Director | wintert@usd320.com

Applicant / Phone Number | 785-456-7643

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) | 480699341

Applicant / Website Address (if applicable) | www.usd320.com

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

[Download Form W-9](#)

|



PDF

[USD 320 W-9 - 2020 Signed... \(70 KiB download\)](#)

Applicant / Board Member List *(if applicable)*



PDF

[Board Member List-20-21.p... \(67 KiB download\)](#)

Fiscal Agent / Name (if applicable) | Kathryn Mayfield

Fiscal Agent / Email (if applicable) | mayfieldk@usd320.com

Application details

Full District Name | Wamego Public Schools

District Number | 320

Mailing Address | Street Address | 1008 8th Street

Mailing Address | City | Wamego

Mailing Address | Zip Code | 66547

Authorized Representative of the District | Name | Kathryn Mayfield

Authorized Representative of the District | Position or Title | Business Manager/Board Clerk

Authorized Representative of the District | Email Address | mayfieldk@usd320.com

Authorized Representative of the District | Phone Number | +17854567643

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

Other District Representative 1 | Email Address | wintert@usd320.com

Other District Representative 2 | Email Address | meitlers@usd320.com

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

Students' social and emotional states have suffered due to hybrid, wearing masks, using desk shields, and cohorting. Current 1st grade students missed a quarter of their foundational learning in reading and number sense in Kindergarten. 42% of 1st grade students had no risk in FASTbridge in the fall and that fell to only 30% in the Winter. Because of the lost learning, students are not able to typically progress. Some of our most needy families continue to struggle with accessing community resources and mental health support. High school students' feeling of isolation has increased, creating a need for positive peer interactions.

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

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Remaining funds are encumbered but not paid out as of this date. Funding is for air filtration, PPE, sanitizing and cleaning supplies. (\$1259.71)

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
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- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
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- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Summer learning will be offered to those elementary students who are most at risk of continuing to fall behind reading and math expectations. Summer learning for our Kindergarten through 2nd grade students will focus on foundational reading skills such as phonemic awareness, phonological awareness, phonics, and fluency. Students in grade 3 through 5 will focus on fluency and comprehension reading skills as well as basic math skills necessary for progression to the upper grades. We will utilize approximately 16 staff to service about 100 students in our elementary summer academy. Our middle school summer academy will provide learning opportunities based on the KSDE's competencies and provide a structure for social emotional learning. 7 staff will service approximately 60 students at our middle school. Our high school summer learning academy will provide experiences for students who need additional social emotional support. The high school summer academy will employ 3 teachers to serve about 40 students who need additional academic, postsecondary success, and emotional support. 2 ESOL certified teachers and one ESOL paraprofessional will support 10 students with limited English proficiency. All summer academies will run for 15 days with 4 hours/day of instruction. We will also use funds for air filtration, PPE, sanitizing, and cleaning supplies. Additional CNA staff will remain with the district to assist our nursing staff to meet the health needs of our students. An additional bus driver will remain on staff to provide transportation for our at risk students who live in city limits, but struggle to get to school. Funding will provide instructional support to our middle school teachers to help address the learning loss through an MTSS facilitator. An additional counselor at the high school will provide mental and social support.

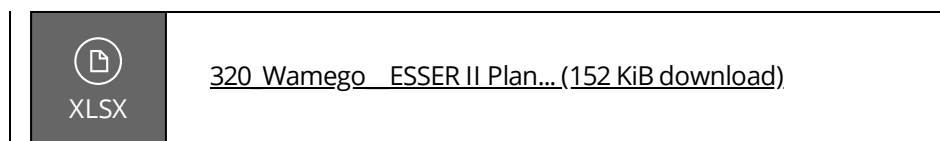
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

aReading and aMath scores should improve and progress monitoring will be used for our early reading students. We should see students' scores improve with their attendance in our summer learning program. More families will utilize the mental health and community resources available to them. MTSS will be implemented with fidelity and instructional support will be in place at Wamego Middle School. Sanitation and cleaning will continue to be provided so that our students and staff can stay healthy. High school students mental, social, and emotional needs will be met more effectively. Interim assessment scores will improve over time.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006] 34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

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(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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2 CFR Subpart D – Post Federal Award Requirements

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§200.405 Allocable costs.

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§200.415 Required certifications.

§200.430 Compensation—personal services.

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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Kathryn Mayfield

Date | 04/26/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
320	Wamego	May 18, 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
320-1-001	Eligible	Direct Allocation	Maintenance of Buildings	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing sanitizing supplies to keep buildings clean and healthy.	\$ 29,097	\$ -	\$ 29,097	\$ -	\$ -	007 E 2620 29 0000 560 92 610	
320-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 138,000	\$ -	\$ 69,000	\$ 69,000	\$ -	007 E 1000 29 0000 933 92 111	provide the number of staff members expected to be served by this expenditure and how the position(s) will meet the needs of students who have fallen behind due to COVID-19; Applicant responded via email (5/12/21): Teacher salaries for summer learning for students who are most at risk of continuing to fall behind in reading and math expectations due to COVID-19. Summer learning for our Kindergarten through 2nd grade students will focus on foundational reading skills such as phonemic awareness, phonological awareness, phonics, and fluency. Students in grade 3 through 5 will focus on fluency and comprehension reading skills as well as basic math skills necessary for progression to the upper grades. MS 6-8 will also focus on reading and math skills as well as social emotion needs/learning. We will utilize approximately 28 staff to service about 160.
320-1-003	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 8,556	\$ -	\$ 4,278	\$ 4,278	\$ -	007 E 1000 29 0000 933 92 221	
320-1-004	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 2,001	\$ -	\$ 1,001	\$ 1,001	\$ -	007 E 1000 29 0000 933 92 222	

320-1-005	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 138	\$ -	\$ 69	\$ 69	\$ -	007 E 1000 29 0000 933 92 260	
320-1-006	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	007 E 1000 29 0000 456 92 610	
320-1-007	Eligible	Direct Allocation	Support Services (Instructional Staff)	Instructional Programs Improvement Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional development on methods and teaching strategies for students that have fallen behind and need additional assistance.	\$ 55,000	\$ 25,000	\$ 30,000	\$ -	\$ -	007 E 2200 29 0000 358 92 321	
320-1-008	Eligible	Direct Allocation	Maintenance of Buildings	Non-Technology-Related Repairs and Maintenance	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Air quality improvement needed in classrooms.	\$ 5,786	\$ 5,786	\$ -	\$ -	\$ -	007 E 2620 29 0000 563 92 431	provide more information regarding how the air quality will be improved and how it relates to COVID-19; Applicant responded via email: Replacement of dampers and improved Merv-13 filters to improve indoor air quality by removing airborne contaminants and increasing fresh outdoor air intake.

320-1-009	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by (A) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and (B) implementing evidence-based activities to meet the comprehensive needs of students.	\$ 194,830	\$ 194,830	\$ -	\$ -	\$ -	007 E 1000 29 0000 170 92 321	Applicant responded via email: Curriculum that replaces existing K-8 curriculum and specifically addresses english language arts and reading multi-tiered system of supports. Based on the science of reading, this curriculum will address individual learning needs including learning loss due to COVID-19.
320-1-010	Eligible	Direct Allocation	Nursing Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	007 E 2134 29 0000 355 92 121	
320-1-011	Eligible	Direct Allocation	Nursing Services	Health and Accident Insurance	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	007 E 2134 29 0000 355 92 213	
320-1-012	Eligible	Direct Allocation	Nursing Services	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 2,170	\$ -	\$ 2,170	\$ -	\$ -	007 E 2134 29 0000 355 92 221	

320-1-013	Eligible	Direct Allocation	Nursing Services	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 508	\$ -	\$ 508	\$ -	\$ -	007 E 2134 29 0000 355 92 222	
320-1-014	Eligible	Direct Allocation	Nursing Services	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 35	\$ -	\$ 35	\$ -	\$ -	007 E 2134 29 0000 355 92 260	
320-1-015	Eligible	Direct Allocation	Other Support Services - School Administration	Full-Time Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Assisting students who have fallen behind due to COVID-19	\$ 5,500	\$ -	\$ 5,500	\$ -	\$ -	007 E 2490 29 0000 934 92 111	Staff, student and program information; Applicant responded via email: Summer School administrative support staff who will support 29 certified staff members and 200 students for summer school due to learning loss from COVID-19.
320-1-016	Eligible	Direct Allocation	Other Support Services - School Administration	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Assisting students who have fallen behind due to COVID-19	\$ 341	\$ -	\$ 341	\$ -	\$ -	007 E 2490 29 0000 934 92 221	
320-1-017	Eligible	Direct Allocation	Other Support Services - School Administration	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Assisting students who have fallen behind due to COVID-19	\$ 80	\$ -	\$ 80	\$ -	\$ -	007 E 2490 29 0000 934 92 222	
320-1-018	Eligible	Direct Allocation	Other Support Services - School Administration	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 6	\$ -	\$ 6	\$ -	\$ -	007 E 2490 29 0000 934 92 260	
320-1-019	Eligible	Direct Allocation	Vehicle Operation	Part-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Transportation for students attending summer learning.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	007 E 2710 29 0000 939 92 122	

320-1-020	Eligible	Direct Allocation	Vehicle Operation	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Transportation for students attending summer learning.	\$ 124	\$ -	\$ 124	\$ -	\$ -	007 E 2710 29 0000 939 92 221	
320-1-021	Eligible	Direct Allocation	Vehicle Operation	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Transportation for students attending summer learning.	\$ 29	\$ -	\$ 29	\$ -	\$ -	007 E 2710 29 0000 939 92 222	
320-1-022	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Transportation for students attending summer learning.	\$ 2	\$ -	\$ 2	\$ -	\$ -	007 E 2710 29 0000 939 92 260	
320-1-023	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Assisting students who have fallen behind due to COVID-19	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	007 E 1000 29 0002 933 92 111	Staff, student and program information; Applicant responded via email: The high school summer academy will employ 3 teachers to serve about 40 students who need additional academic, postsecondary success, and emotional support. 2 ESOL certified teachers and one ESOL paraprofessional will support 10 students with limited English proficiency.
320-1-024	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Assisting students who have fallen behind due to COVID-19	\$ 868	\$ -	\$ 868	\$ -	\$ -	007 E 1000 29 0002 933 92 221	
320-1-025	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Assisting students who have fallen behind due to COVID-19	\$ 203	\$ -	\$ 203	\$ -	\$ -	007 E 1000 29 0002 933 92 222	

320-1-026	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 14	\$ -	\$ 14	\$ -	\$ -	007 E 1000 29 0002 933 92 260	
320-1-027	Eligible	Direct Allocation	Other Support Services - School Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 7,800	\$ -	\$ 3,900	\$ 3,900	\$ -	007 E 2490 29 0000 935 92 120	Applicant responded via email: Summer School classified support staff who will support 29 certified staff members and 200 students and the administrative needs of summer school due to learning loss from COVID-19.
320-1-028	Eligible	Direct Allocation	Other Support Services - School Administration	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 484	\$ -	\$ 242	\$ 242	\$ -	007 E 2490 29 0000 935 92 221	
320-1-029	Eligible	Direct Allocation	Other Support Services - School Administration	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 113	\$ -	\$ 57	\$ 57	\$ -	007 E 2490 29 0000 935 92 222	
320-1-030	Eligible	Direct Allocation	Other Support Services - School Administration	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 8	\$ -	\$ 4	\$ 4	\$ -	007 E 2490 29 0000 935 92 260	
320-1-031	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 22,500	\$ -	\$ 22,500	\$ -	\$ -	007 E 1000 29 0000 150 92 110	Applicant responded via email: One .5 staff member who will support At-Risk students with learning loss from COVID-19 by providing them with additional personalized instructional, emotional, and social support. Additionally this position will work with student's families to connect them with additional community resources. This position will support 40+ students .

320-1-032	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 2,600	\$ -	\$ 2,600	\$ -	\$ -	007 E 1000 29 0000 150 92 213	
320-1-033	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 1,395	\$ -	\$ 1,395	\$ -	\$ -	007 E 1000 29 0000 150 92 221	
320-1-034	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 326	\$ -	\$ 326	\$ -	\$ -	007 E 1000 29 0000 150 92 222	
320-1-035	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 23	\$ -	\$ 23	\$ -	\$ -	007 E 1000 29 0000 150 92 260	
320-1-036	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 22,500	\$ -	\$ 22,500	\$ -	\$ -	007 E 2100 29 0000 250 92 110	Applicant responded via email: One .5 staff member who will provide instructional support to teachers to help them address student's needs and learning loss due to COVID-19. This position supports approximately 100 students and 16 staff members.
320-1-037	Eligible	Direct Allocation	Support Services (Students)	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 2,600	\$ -	\$ 2,600	\$ -	\$ -	007 E 2100 29 0000 250 92 213	

320-1-038	Eligible	Direct Allocation	Support Services (Students)	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 1,395	\$ -	\$ 1,395	\$ -	\$ -	007 E 2100 29 0000 250 92 221
320-1-039	Eligible	Direct Allocation	Support Services (Students)	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 326	\$ -	\$ 326	\$ -	\$ -	007 E 2100 29 0000 250 92 222
320-1-040	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 23	\$ -	\$ 23	\$ -	\$ -	007 E 2100 29 0000 250 92 260

Kansas CommonApp (2020)

1622-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



VRqgywpl

323_Rock_Creek_ESSER II Plan_0514

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 323 Rock Creek

Applicant / Mailing Address

| 9353 Flush Road
| St. George, KS 66535

Applicant / First and Last Name of Owner, CEO, or Executive Director | Kevin Logan

Applicant / Email Address of Owner, CEO, or Executive Director | logank@rockcreekschools.org

Applicant / Phone Number | 785-494-8597

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 | Rock Creek

District Number | 323

Mailing Address Street Address	9353 Flush Road
Mailing Address City	Saint George
Mailing Address Zip Code	66535
Authorized Representative of the District Name	Kevin Logan
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	logank@rockcreekschools.org
Authorized Representative of the District Phone Number	+17854948597
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	grutzmam@rockcreekschools.org
Other District Representative 2 Email Address	timmk@rockcreekschools.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 mission of USD 323 Rock Creek has been negatively impacted during both the 2019-2020 and 2020-2021 School years. The abrupt cancellation of classes and the move to our "Continuous Learning" format in March 2020 slowed or stopped the academic growth of many of our most at-risk students, 564 of our 1150 students meet one or more of the at-risk criteria. The choice of a "remote" learning option, and the disruptions caused by student and staff quarantines, further advanced learning loss, especially for the at-risk children. In addition to learning remotely; our in-person learners and staff had to communicate while having their faces covered. We also took time hourly to wash or sanitize our hands and cleaning frequently touched surfaces, taking even more time away from the teaching/learning process. In both school years, the educational environment was not ideal and teachers could not be as effective as they have been in previous years in educating our children.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

ESSER I Sped funding was used for extra duty pay for both certified professionals and paraprofessionals because of the extra duties caused by the Covid 19 Pandemic in the 2020-21 school year. The extra duty pay for certified professionals covered the additional time required for new duties with writing Remote Learning Plans (RLP) to provide compliant IEPs for remote/hybrid learning and implementation. This work included writing the RLPs, communicating with the team, communicating with parents/guardians, scheduling meetings, attending IEP amendment meetings, sending out letters,

implementing the RLP, implementing remote/hybrid learning, modified quarantines, RLP services documentation, etc. The extra duty pay for paraprofessionals included new duties with serving more students in groups than typical because of limited grouping options due to C-19 exposure, increased instructional duties, cleaning/sanitizing of materials and surfaces between groups, supporting students in remote learning and modified quarantines, and para workload increase due to covering absences of other paras with Covid positive test or exposure.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 323 has already used some ESSER 2 funds to:

Provide wellness/temperature checks when students & staff enter the building,

Subscribe to learning links (software and on-line programming) when students chose remote or when they were quarantined, and

Hire licensed staff to direct and monitor "remote" learners.

USD 323 will use ESSER 2 funds to:

Offer a meaningful and focused summer school opportunity for our most at-risk students,

Present targeted professional development opportunities for our faculty on trauma, specifically related to trauma experienced during the Covid pandemic,

Extend learning opportunities beyond the regular school day, and

Supply teachers with additional resources: i.e. hands-on, software, and workbook based to help with learning loss during the pandemic.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 323 Rock Creek will/has look(ed) at:

Our student growth on: State Assessments, Nationally Normed Assessment (FastBridge), and Classroom Assessments.

Our student attendance rate should improve; we will not have remote learners, quarantines will lessen, and our in-person student numbers will increase as students return from other non-USD 323 virtual and homeschool options, and

We have already seen a drop in the number of lost student days resulting from fewer quarantines, due to lessening Covid exposure and good hygiene through wellness/temperature checks.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

323 Rock Creek ESSER II P... (155 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

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A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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A State or a subgrantee shall directly administer or supervise the administration of each project.

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(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(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]

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(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

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§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et

seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Kevin Logan

Date | 05/14/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
323	Rock Creek	May 18, 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
323-1-001	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	Training to all staff on Trama Informed Care especially the impact due to covid-19.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	67310	
323-1-002	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchase of Math Manipulatives and other curricular resources for Math. Local assessment data indicates learning loss related to math during the covid-19 timeframe.	\$ 31,100	\$ -	\$ 31,100	\$ -	\$ -	67250	
323-1-003	Eligible	Direct Allocation	Instruction	Software Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Acellus and Edenuity will provide supplemental instructional and curricular resources to address learning needs of students in a remote environment. In addition these programs will be used to supplement in class teacher instruction. Need for this is due to loss of instruction time during covid-19. .	\$ 42,622	\$ 35,061	\$ 7,561	\$ -	\$ -	67210	
323-1-004	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Utilized instructional aides for temperature checks each morning upon arrival of staff and students during covid-19 in school instructional days.	\$ 5,500	\$ 5,500	\$ -	\$ -	\$ -	67205	

323-1-005	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Social Security matching for Instructional Aide salaries taking temperature checks for the 2020-21 school year.	\$ 421	\$ 421	\$ -	\$ -	\$ -	67207	
323-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified staff identified students with learning loss during covid-19 timeframe, will offer additional resources for 12 additional days in June for 125 students of District enrollment of 1161 and into the next school year for Middle School Students three days a week/ 1.5 hours a day.	\$ 25,327	\$ 18,814	\$ 6,513	\$ -	\$ -	67205	
323-1-007	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hired an additional certified instructor to help with remote learners that were not otherwise able to attend school in person during covid-19	\$ 45,685	\$ 45,685	\$ -	\$ -	\$ -	67205	
323-1-008	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Health insurance group coverage for an additional staff member hired to support remote learners during 2020-21 school year	\$ 5,662	\$ 5,662	\$ -	\$ -	\$ -	67206	
323-1-009	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security Matching for an additional staff member hired to support remote learners during 2020-21 school year	\$ 2,949	\$ 2,949	\$ -	\$ -	\$ -	67207	

323-1-010	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment Insurance for one additional staff member hired to support remote learners during 2020-21 school year	\$ 46	\$ 46	\$ -	\$ -	\$ -	67208	
323-1-011	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Workers Compensation Insurance for one additional staff member hired to support remote learners during 2020-21 school year	\$ 133	\$ 133	\$ -	\$ -	\$ -	67209	
323-1-012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security Matching contribution paid on instructional staff salaries during hours for extended school year and extended school day.	\$ 1,940	\$ 1,440	\$ 500	\$ -	\$ -	67207	
323-1-013	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment insurance paid on instructional staff salaries during hours for extended school year and extended school day.	\$ 27	\$ 20	\$ 7	\$ -	\$ -	67208	
323-1-014	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Workers Compensation insurance paid on instructional staff salaries during hours for extended school year and extended school day.	\$ 74	\$ 55	\$ 19	\$ -	\$ -	67209	

Kansas CommonApp (2020)

1584-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

332_Cunningham_ESSER II Plan_0430



QaBdRKwn

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 | Cunningham USD 332

Applicant / Mailing Address

PO Box 67
104 W 4th St
Cunningham, KS 67035

Applicant / First and Last Name of Owner, CEO, or Executive Director | Robert Reed

Applicant / Email Address of Owner, CEO, or Executive Director | robert.reed@usd332.com

Applicant / Phone Number | 620-298-3271

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) | 48-0698617

Fiscal Agent / Name (if applicable) | Stacy Webster

Fiscal Agent / Email (if applicable) | stacy.webster@usd332.com

Application details

Full District Name	Cunningham
District Number	332
Mailing Address Street Address	104 W 4th St
Mailing Address City	Cunningham
Mailing Address Zip Code	67035
Authorized Representative of the District Name	Robert Reed
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	Robert.Reed@usd332.com
Authorized Representative of the District Phone Number	+16202983271
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	stacy.webster@usd332.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.

Due to the rural demographics of our district, many students had issues with accessing the digital resources that we offered during remote learning. Several students did not complete work and their grades suffered because of this issue. Some students had to be brought in to school for one-on-one learning to address missing assignments and learning loss while their peers were in remote learning due to their failure to be able to access the internet or to turn in assignments because of poor parental support. Several students missed speech services, para, or resource support because they did not have internet access or parental 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
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district will offer a Jump Start summer program for grades K-8 in order to address deficiencies in reading and math. The funds will be used to pay teacher salaries for 2 weeks 4hrs/day for 5days/week during summer 2021 and summer 2022 and new MobyMax curriculum which can be accessed from school or home. For Grades 9-12 summer credit recovery will be offered. We would like to improve Wi-Fi performance by putting in additional wireless access points throughout all buildings. We will purchase 100 student chrome book laptops for grades 6th - 12th to improve distance learning and access. Our district will update HVAC systems in our K-2 classrooms in order to improve filtration and air quality.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Jump Start students will take pre- and post-assessments to show impact.

Our connectivity will improve within the individual classrooms by adding wireless access points. This would help rural students during instances of remote learning because they would be able to access the broadband from outside of the building if they are not able to access the internet at home.

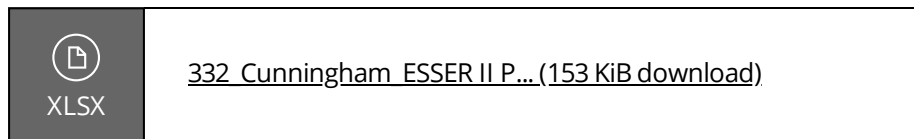
We will provide devices to 100% of our secondary students.

The HVAC improvements will help to improve student health and attendance. Our SIS will be used to track attendance records for comparison.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

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- 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)

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§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.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Robert Reed

Date | 04/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
332	Cunningham	May 18, 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
332-1-001	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Jump start Summer school teacher salaries	\$ 30,000	\$ 15,000	\$ 15,000	\$ -	\$ -	97-1000-100-00	Per narrative, summer program for grades K-8 in order to address deficiencies in reading and math. The funds will be used to pay teacher salaries for 2 weeks 4hrs/day for 5days/week during summer 2021 and summer 2022 and new MobyMax curriculum which can be accessed from school or home. For Grades 9-12 summer credit recovery will be offered.
332-1-002	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Student laptops for 1-1 up-to-date technology	\$ 36,900	\$ 36,900	\$ -	\$ -	\$ -	97-1000-100-00	Per narrative, "We would like to improve Wi-Fi performance by putting in additional wireless access points throughout all buildings. We will purchase 100 student chrome book laptops for grades 6th - 12th to improve distance learning and access." Per applicant in response to an inquiry if technology addresses learning loss as identified in the narrative as well, "Yes because this will provide 1 to 1 technology for all students 6-12 for at school and at home use in the event of remote learning. It will also allow for at home access to programs provided to help with learning loss." 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.

332-1-003	Eligible	Direct Allocation	Land Improvement	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	Update HVAC system to improve air quality	\$ 10,293	\$ 10,293	\$ -	\$ -	\$ -	97-4200-000-00	Per narrative, Our district will update HVAC systems in our K-2 classrooms in order to improve filtration and air quality. Allowable if CDC guidelines are met.
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Kansas CommonApp (2020)

1042-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



glvQoJng

336_Holton_ESSER II Plan_0325

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Holton USD #336

Applicant / Mailing Address

| 515 Pennsylvania Ave.
| Holton, KS 66436

Applicant / First and Last Name of Owner, CEO, or Executive Director | Robert Davies

Applicant / Email Address of Owner, CEO, or Executive Director | b.davies@holtonks.net

Applicant / Phone Number | 7853643650

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 / Board Member List (if applicable)



[Board member list 2020-20... \(81 KiB download\)](#)

Application details

Full District Name	Holton School District
District Number	336
Mailing Address Street Address	515 Pennsylvania Ave.
Mailing Address City	Holton
Mailing Address Zip Code	66436
Authorized Representative of the District Name	Robert L. Davies
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	b.davies@holtonks.net
Authorized Representative of the District Phone Number	+17853643650
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	d.folk@holtonks.net
Other District Representative 2 Email Address	t.hanson@holtonks.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

When the pandemic struck in March of 2020, our staff, families, and students were thrust into so much turmoil and uncertainty it is amazing we accomplished anything. We learned a lot about what we could expect from different ages and types of students. We were fortunate to remain in-person for most of the 2020-2021 school year, as long as we could keep staff healthy. We initially saw a lot of social emotional issues in the beginning of the school year and this will take some time to fully comprehend the damage created by the isolation that was caused from March until September. Districtwide we are showing loss in reading and have a few plans to help student make gains. The elementary needs some help with resources for Tier 2 and Tier 3 reading interventions. The MS and HS need someone to "push in" and sparingly "pull out" (much like Title services in our elementary school) to help deliver on demand tier 2 and tier 3 reading interventions. This person will also transition to help ELA teachers develop skills necessary to take over to help all students make the necessary gains to be able to keep up with peers. We have a Guatemalan population that would have been devastated had we not been in person in September. No special populations seem to have any extra issues and again, we are thankful we were able to be in-person.

Does the district have remaining ESSER I funding that it has not yet spent as of	Yes
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the date of ESSER II application submission?

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We will use these funds like we will use ESSER II funds. To help better our students due to issues caused by the pandemic and we will use them for supplies to help keep us in session and in-person.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
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- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread 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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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and 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 chart has details as well - We have identified through fastbridge testing from last year to this year that our number one issue, districtwide, is reading loss in many of our students. We have many student who require tier 2 and tier 3 reading interventions so we are asking for those resources upfront to start working on this now. The district just hired a curriculum director whose specialty is reading and the reading process and she is working after hours with us to look at data and our materials we have in place to assess what we have missing. We need resources Prek-5 and we need an interventionist (coach?) in the MS and HS to help retrain MS and HS staff on how to better help student with these skills. We are spending money on summer school for Grade K-12 to help kickstart this process as well. We have an aging HS facility that has an older HVAC system that is at end of life and a Capital Outlay budget that is not able to fix this all at once. We are charging 8 mills and receive 65% State Aid. We have been working with Trane the last three years to complete this in phases and we have unit ventilators we can not purchase parts for so ventilation in some areas has been sacrificed. We have work we can do this summer and add more to this to fix more areas. With Capital Outlay Being drained for HVAC, we also are requesting cleaning equipment and some fountain with bottle fillers so we can socially distance for the student who can not be vaccinated. We are also asking to be reimbursed for COVID leave like businesses were able to request. Again, the attachment has more details as well.

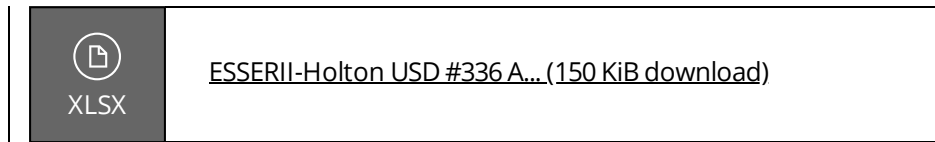
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will be able to assess our reading gains over the next three years with testing scores from Fastbridge as we have baseline data from 2020 and this school year and we can utilize other data points as well moving forward such as state assessments.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
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Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under

“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Robert L. Davies

Date | 04/28/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
336	Holton	May 18, 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
336-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School - This would be for Students in Grades K-12 - We plan to utilize 16 staff members for 19 days for 4 hour each day. We plan to invite 180 students.	\$ 42,560	\$ 42,560	\$ -	\$ -	\$ -	89020	
336-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School - This will be for the same days and will include paraprofessionals and bus drivers to transport students. This will not include food service salaries as our food service program has and will be able to serve breakfast and lunch all summer long and will be able to be self-sustaining.	\$ 12,836	\$ 12,836	\$ -	\$ -	\$ -	89020	
336-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	MS/HS Interventionist - We have not hired this position so this is an estimate due to needing to be approved before we can really hire and know who may apply and where the person may qualify on our salary schedule. We also have a negotiation process that has not started so this will be hard to nail down until all things are finalized.	\$ 65,642	\$ -	\$ 65,642	\$ -	\$ -	89020	Per narrative, to address identified learning loss (reading).

336-1-004	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	MS/HS Interventionist - This is also a estimate as we have not completed negotiations and we do not know what benefits the new person may choose.	\$ 10,113	\$ -	\$ 10,113	\$ -	\$ -	89020	
336-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Covid leave for teachers, adminstrators etc. including Sub coverage pay (if applicable). This was used from August 2020 to April 16, 2021 for covid leave. Businesses were given tax credits and relief for allowing employees to use up to 10 day of leave for covid related absences based on certain criteria. Public schools were not able to recoop these expenses so this is the total we had for this catagory for the certified staff.	\$ 32,121	\$ 32,121	\$ -	\$ -	\$ -	89020	
336-1-006	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Covid leave for non-certified staff. This was used from August 2020 to April 16, 2021 for covid leave. Businesses were given tax credits and relief for allowing employees to use up to 10 day of leave for covid related absences based on certain criteria. Public schools were not able to recoop these expenses so this is the total we had for this catagory for the non-certified staff.	\$ 16,305	\$ 16,305	\$ -	\$ -	\$ -	89020	

336-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Reading Tier 3 instructional supplies (SONDAY) - This can be used for student in grades PreK -12.	\$ 7,665	\$ 7,665	\$ -	\$ -	\$ -	89050	Per narrative, COVID instructional loss identified in reading.
336-1-008	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Reading Tier 2 instructional Supplies (PrK-5 Really Great Reading) This is a researched-based reading intervention on the approved reading list of material to be used for struggling readers (AKA Dyslexia). This is an estimate because we cant seem to keep prices for more than 30 days and the prices seem to keep going up each month.	\$ 56,000	\$ 56,000	\$ -	\$ -	\$ -	89050	Per narrative, COVID instructional loss identified in reading.
336-1-009	Eligible	Direct Allocation	Instruction	PROPERTY	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC issues where ventilation is not working in our high school. This is the worst area in our district and where it is needed the most. Elementary building has brand new school and system (2016) and middle School is less than 15 years old and working to acceptable levels as we had a study completed in 2018 and reassessed in 2020. If we want to get this completed this summer and start having some of the benefits of the ventilation working we need to act sooner than later. We have been working the last three years with Trane on Energy upgrades and the amount listed is a solid bid.	\$ 249,000	\$ 249,000	\$ -	\$ -	\$ -	89070	Per narrative, We have an aging HS facility that has an older HVAC system that is at end of life and a Capital Outlay budget that is not able to fix this all at once. We are charging 8 mills and receive 65% State Aid. We have been working with Trane the last three years to complete this in phases and we have unit ventilators we can not purchase parts for so ventilation in some areas has been sacrificed. Allowable if CDC guidelines are met.

336-1-010	Eligible	Direct Allocation	Instruction	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	KIVAC Cleaning machines - This is for 2 additional cleaning machines for our facilities utilized for cleaning and sanitizing bathrooms to help make this faster, easier and more efficient for our custodians. We have one in one facility and this will even out the load in the district.	\$ 7,800	\$ 7,800	\$ -	\$ -	\$ -	89070	
336-1-011	Eligible	Direct Allocation	Instruction	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Replace several water fountain in HS and MS with fountains that have a bottle filler (12 fountains). This will allow us to help spread student out to socailly distance and turn back on many of the fountain in our building where we have had to turn them off because we do not have a bottle filler.	\$ 36,000	\$ 36,000	\$ -	\$ -	\$ -	89070	
336-1-012	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Fuel for buses and vehicles we will use for Summer School Transportation.	\$ 350	\$ 350	\$ -	\$ -	\$ -	62300	

Kansas CommonApp (2020)

1583-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

337_Royal Valley_ESSER II Plan_0429



YWNrjoDy

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 337 ROYAL VALLEY
Applicant / Mailing Address	
	101 W MAIN ST MAYETTA, KS 66509
Applicant / First and Last Name of Owner, CEO, or Executive Director	Aaric Davis
Applicant / Email Address of Owner, CEO, or Executive Director	davis@rv337.org
Applicant / Phone Number	785-966-2246

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)	48-0698618
Applicant / Website Address (if applicable)	www.rv337.com
Applicant / Child Care Licensing Number (if applicable)	48454-014

Applicant / Mission Statement (if applicable)


The mission of the Royal Valley Public Schools is to ensure that each student is actively engaged in the learning process and in developing the citizenship skills necessary to become a responsible, productive member of the global workforce.

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)

 PDF	USD 337 W9.pdf (114 KiB download)
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Applicant / Board Member List (if applicable)

 PDF	USD #337 Board Member Lis... (23 KiB download)
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Fiscal Agent / Name (if applicable) | Sherri Schulte

Fiscal Agent / Email (if applicable) | schultes@rv337.org

Fiscal Agent / Mailing Address (if applicable)

101 W MAIN ST
MAYETTA, KS 66509

Application details

Full District Name	Royal Valley
District Number	337
Mailing Address Street Address	101 W. Main Street
Mailing Address City	Mayetta
Mailing Address Zip Code	66509
Authorized Representative of the District Name	Aaric Davis
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	davis@rv337.org
Authorized Representative of the District Phone Number	+17859662246

Would you like to additional district representatives to the application? | No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD #337 has been impacted by the pandemic by academic learning loss, we are also struggling to keep all of our 7-12 students engaged in the learning environment due to continuous learning and remote learning disruptions. We are seeing HS students and MS failing courses at 2 to 3 times the usual rate. Our elementary school students have been on-site for a majority of the school year, but lost a nine-weeks of quality instruction last spring which has an impact on learning from a long-term perspective. In addition to learning loss from continuous learning, we have had teachers and students placed in quarantine that have disrupted learning for many students. We have tried to stay on top of social emotional factors for our students and staff, but our HS SAEBRS screener indicates that we have seen a sharp increase in at-risk students due to social emotional factors in grades 10, 11, and 12. As far as cost is concerned, we have funded a majority of our PPE, Covid supplies, and Covid protocols through SPARKS funds and ESSER I funds. A majority of our ongoing cost revolves around the need to reduce class sizes for social distancing this past year and providing additional academic support for students through summer learning opportunities and interventions for reading and math at the middle school and high school levels.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We have spent the funds for ESSER I, but are not planning to draw the remaining balance down until May 7, 2021. The expenses that will be drawn down on May 7th are related to additional services that were provided during the school year to handle covid protocols.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 337 proposes to use its ESSER II allocations to reimburse the district for the cost of adding a 5th section of 1st grade during the 2020-2021 school year. This section was added to allow for social distancing in the classroom due to the large number of students in this grade level. (90 students). Next, we would like to provide summer academic opportunities for our students in grades K-12. We plan to offer a 2 week STEM camp for students in grades k-5, academic support for at-risk students in grades 5-8 for 3 weeks, and a credit recovery program for students in grades 9-12 for three weeks. To continue our support for our 5-12 students, we are adding an MTSS interventionist and coordinator position that will help with screening, interventions, and training for other staff support team members to close achievement gaps caused by the disrupted learning environment during the pandemic.

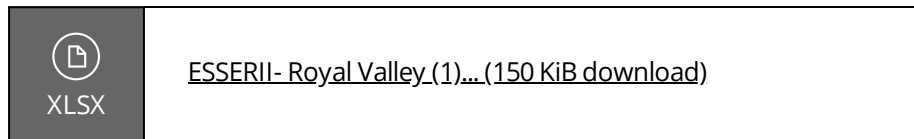
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to monitor our academic progress using MAP testing this year and we are switching to FastBridge for next year to screen students and monitor progress in reading and in math. We will also continue to monitor student grades, attendance, office discipline referrals and SAEBRS for social emotional risk factors.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the

authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational

agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Aaric S. Davis

Date | 04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
337	Royal Valley	May 18, 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
337-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 337 added a fifth section of 1st grade during the 2020-2021 school year to allow for additional social distancing in the classroom as recommended by the KDHE, KSDE, and the CDC. There were 90 students in the first grade during the 2020-21 school year. In addition to social distancing, our local data indicated that this group of students were also left without the necessary reading skills during their kindergarten year due to the loss of a 9 weeks worth of reading instruction. The additional teacher also helped us keep our groupings smaller for increased individualized instruction.	\$ 52,445	\$ 52,445	\$ -	\$ -	\$ -	13200	

337-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 11 teachers to put on a 2 week summer school for elementary school students, a 3 week reading and math intervention program for at-risk middle school students and a 3 week credit recovery program for high school students who failed a course during the 2020-2021 school year. These teachers will be helping students improve their reading, math and science skills, as well as earn much needed credits at the high school level. This expenditure line item is specifically for the summer of 2021.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	13200	
337-1-003	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 4 paraprofessionals to put on a 2 week summer school for elementary school students and a 3 week reading and math intervention program for at-risk middle school students. These paraprofessionals will be helping students improve their reading, math, and science skills by assisting teachers in these STEM and intervention programs. This expenditure line item is specifically for the summer of 2021.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	13210	

337-1-004	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 4 bus drivers to transport students from home to the location of our summer school programming as explained above in the previous two line items. The drivers will be driving a to and from route each day for 15 days. This expenditure line item is specifically for the summer of 2021	\$ 7,600	\$ -	\$ 7,600	\$ -	\$ -	43750	
337-1-005	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be running 4 routes to and from summer school programming as explained above in lines 16. There will be 4 routes each day to and from summer school for 15 days. This line item is specifically for the summer of 2021	\$ 3,400	\$ -	\$ 3,400	\$ -	\$ -	44000	
337-1-006	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be purchasing between 60 and 84 student curriculum packets/kits for the STEM camp at the elementary school as a part of their summer camp described in line 16. These kits and programming provides instructor materials and student consumables for STEM projects.	\$ 10,920	\$ -	\$ 10,920	\$ -	\$ -	86200	

337-1-007	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD 337 has added a new position for an MTSS Coordinator/interventionist for grades 5-12. This position will help address learning loss stemming from the disrupted learning environment due to continuous learning, remote learning during the 2019-20 and 2020-21 school years. The position will serve as coordinator for both the middle school and the high school but will only serve as an interventionist for the middle school. Current high school staff members will implement interventions at the HS level.	\$ 55,865	\$ -	\$ 55,865	\$ -	\$ -	13200	
337-1-008	Eligible	Direct Allocation	Building Improvements	Construction Services (Outside Contractors)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 337 is working to replace the PTAC units currently installed in a wing of our elementary school that provide heat and cooling throughout the school year. The current PTAC units do not incorporate any outside air into these classrooms which creates a less safe air quality with the COVID virus present. The plan is to replace the PTAC units in 13 classrooms at the elementary school with new rooftop fresh air systems and a variable refrigerant heating and cooling system. This new cooling system is estimated to cost around \$400,000 and the district is only asking for a portion of this to be covered with ESSER II funds. The new system will improve the air quality for all students and staff in these 13 classrooms.	\$ 180,000	\$ -	\$ 180,000	\$ -	\$ -	36200	Allowable if CDC guidelines are met

337-1-009	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 11 teachers to put on a 2 week summer school for elementary school students, a 3 week reading and math intervention program for at-risk middle school students and a 3 week credit recovery program for high school students who failed a course during the 2020-2021 school year. These teachers will be helping students improve their reading, math and science skills, as well as earn much needed credits at the high school level. This expenditure line item is specifically for the summer of 2022.	\$ 20,000	\$ -	\$ -	\$ 20,000	\$ -	13200	
337-1-010	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 4 paraprofessionals to put on a 2 week summer school for elementary school students and a 3 week reading and math intervention program for at-risk middle school students. These paraprofessionals will be helping students improve their reading, math, and science skills by assisting teachers in these STEM and intervention programs. This expenditure line item is specifically for the summer of 2022.	\$ 2,000	\$ -	\$ -	\$ 2,000	\$ -	13210	
337-1-011	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 4 bus drivers to transport students from home to the location of our summer school programming as explained above in the previous two line items. The drivers will be driving a to and from route each day for 15 days. This expenditure line item is specifically for the summer of 2022.	\$ 7,600	\$ -	\$ -	\$ 7,600	\$ -	43750	

337-1-012	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be running 4 routes to and from summer school programming as explained above in lines 16. There will be 4 routes each day to and from summer school for 15 days. This line item is specifically for the summer of 2022.	\$ 3,400	\$ -	\$ -	\$ 3,400	\$ -	44000	
337-1-013	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be purchasing a highly engaging curriculum to support our summer school program for summer of 2022. The curriculum is to be determined, but there will be an estimated cost here.	\$ 10,000	\$ -	\$ -	\$ 10,000	\$ -	86200	

Kansas CommonApp (2020)

1468-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



NjMedodm

ESSER II Application

4.16.21

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 338 Valley Falls

Applicant / Mailing Address

| 700 Oak Street
| Valley Falls, KS 66088

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Volora Hanzlicek

Applicant / Email Address of Owner, CEO, or Executive Director | volora.hanzlicek@vfalls338.com

Applicant / Phone Number | 785-945-3214

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 | Valley Falls

District Number | 338

Mailing Address Street Address	700 Oak Street, Board of Education Office
Mailing Address City	Valley Falls
Mailing Address Zip Code	66088
Authorized Representative of the District Name	Volora Hanzlicek
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	volora.hanzlicek@vfalls338.com
Authorized Representative of the District Phone Number	+17859453214
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	brenda.henson@vfalls338.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 small rural district. Additional costs of COVID have been around \$300,000 additional dollars to our budget that we were not expecting. If it weren't for the generosity of our county and the SPARKS monies, we would not have been able to provide the instructional tools or put into play strategic protocols for reopening. We have been fortunate to be in school all year brick and mortar. However, in school face to face, doesn't come without challenges. We have had short spurts where we combined classes as we did not have enough staff to supervise appropriately. We have had times where we were missing 45% of our student body due to quarantine and COVID positive cases. During these times, we have been able to soldier through but we have still seen both academic and social impact on our students. In looking at our data, we are seeing about 25% of our students needing to fill gaps in learning from last spring. We have stepped up the intensity of our tiered system of support including social-emotional supports. We will continue to increase the intensity of the tiered system of supports and targeted supports of social-emotional learning for next year.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The reason we were in session was due to the preplanning and implementing strategies of our staff. The majority of our requests will be for reimbursements for (15) developing strategies and implementing public health protocols. We purchased items such as masks, water bottles, lanyards (holding masks when at lunch and recess), small hand sanitizer bottles, and chair organizers for our younger students. We wash the masks and the water bottles at school. These items do not go home. We focused on making sure each student had individual access to sanitizing tools and ways to get what they needed without being exposed to other students who may have had COVID. We purchased traffic markers for our floors and sneeze guards in our offices. We added an additional sick room (original in the entry office) and provided all staff with individual sanitation items (7). We moved to paper products for lunchtime and provided tools so that the lunch ladies could prepare individual wrapped items for students allowing a more mitigating approach to serving lunch. We have been very successful with our practices. In addition to the public health protocol supports, we would like to request reimbursements for Edgenuity our summer school platform for HS summer school (11). Another reimbursement request would be for Zoom accounts for our teachers (9). We utilized the accounts to support students who were in quarantine (not sick) and helped the student be engaged with other students and the teacher when being at school was not an option. The last item was reimbursement for staff development. We hired Better Lessons to provide instructional coaching to our T2T teachers and new teachers who needed the tools to engaged students during synchronous learning utilizing the district's new technology (16).

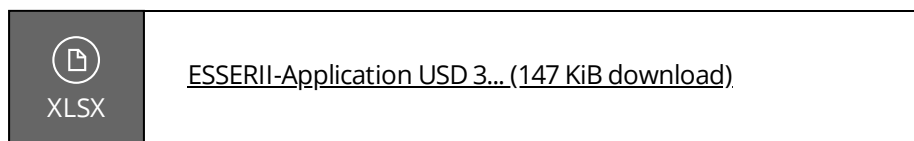
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We can utilize the data we have collected this year to demonstrate that we have been in session and we are not seeing further digression in our FastBridge scores. This is directly related to our ability to mitigate and sanitize using the protocols mentioned above as examples. We did see students slide last year according to our data and big gaps in learning from last spring for some students. We know that research shows that our students do better when they can build face-to-face relationships and get the support they need on a daily basis. Our monies were spent to keep our students in the building and mitigate the risk of getting sick or needing to be quarantined due to exposure.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service

delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Volora A. Hanzlicek

Date

| 05/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
338	Valley Falls	May 18, 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
338-1-001	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This was instructional coaching for T2T teachers and new teachers struggling with engaging students in a synchronous virtual setting. We expected our students to be online when in quarantine if they were not sick.	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -	65	
338-1-002	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Zoom licenses for staff. Staff were expected to teach synchronous virtually with students when they were in quarantine (not sick). The license provided the teacher with more engagement tools.	\$ 3,420	\$ 3,420	\$ -	\$ -	\$ -	65	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.
338-1-003	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Expenditure is for a summer school platform to provide instruction to target the achievement gaps in content understanding in high school students due to the Pandemic. This is the first year for our summer school.	\$ 9,300	\$ 9,300	\$ -	\$ -	\$ -	65	

338-1-004	Eligible	Direct Allocation	Support Services (Students)	SUPPLIES AND MATERIALS	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The district purchased water bottles, face masks, lanyards, school lunch paper products and bags for a sealing device in the kitchen that provides individual wrapping for food. These were all mitigating strategies.	\$ 15,951	\$ 15,951	\$ -	\$ -	\$ -	65	
338-1-005	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Disinfectant, wipes, and chemical for cleaning	\$ 6,588	\$ 6,588	\$ -	\$ -	\$ -	65	

Kansas CommonApp (2020)

1072-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



LmawmVwL

USD 361 Chaparral Schools

Applicant details

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Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 361 Chaparral Schools

Applicant / Mailing Address

| 124 N Jennings Ave
| Anthony, KS 67003

Applicant / First and Last Name of Owner, CEO, or Executive Director | Josh Swartz

Applicant / Email Address of Owner, CEO, or Executive Director | josh@usd361.org

Applicant / Phone Number | 620-842-5183

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) | 48-0697391

Applicant / Website Address (if applicable) | www.usd361.org

Application details

Full District Name	USD 361 Chaparral Schools
District Number	361
Mailing Address Street Address	124 N Jennings Ave
Mailing Address City	Anthony
Mailing Address Zip Code	67003
Authorized Representative of the District Name	Josh Swartz
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	joshs@usd361.org
Authorized Representative of the District Phone Number	+16208425183
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	robynl@usd361.org
Other District Representative 2 Email Address	barbaram@usd361.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.

Learning loss especially for those students whose homes are without technology and general family support for learning time. This population included students staying with grandparents or extended family, special education students, English language learners, and students in poverty. Of our district enrollment count of 800 students, approximately 50 are English language learners, 160 in poverty and 100 with special education needs.

Social interactions as a result of social media influences. Remote learning isolated students to their homes with the social interactions occurring through social media. Many times the social media interactions influenced the decision making of students, especially 4th to 9th grade, in ways that formed poor decision making processes.

The additional planning for staff impacted learning loss through the duplication of services that were needed. Planning for both Remote (students that were in quarantine) and On-Site learning required created challenges in fully engaging students. The strain from this duplication also impacted the available energy needed by staff to maintain the same quality learning service during non-COVID times. At any given moment throughout the 2020-2021 school year (up to April 9th) there were between 8 and 200 students in quarantine. Remote learning was an option for students as well and this made up about 2% of our student population.

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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The primary focus is MTSS Implementation:

Our system is currently in the 2nd year of MTSS implementation with a TASN team. Several key components are being addressed through the additional staff and components related to the submitted plan. Specifically focusing on Tier 1 integrity along with Tier 2 & Tier 3 progress monitoring effectiveness would be the responsibility of one of the additional positions.

The long term impact of increasing the speed of this program being implemented benefits students not just in the next few years, but many years to follow.

Another area is a focus on morale and a progressing culture focused on student learning. The plan includes the proposal of hiring additional guest teachers (substitute teachers) to support the classroom when the regular teacher is away. The additional staff would also be used when available with small groups of students to help with intervention or enrichment work.

The rationale is to use funds to impact the overall system and not just provide support for a few years. Monitoring the staff behaviors that reflect a culture focused on student learning will be part of the impact monitoring throughout the use of the ESSER funding window.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Kansas Assessment Program Results, Attendance Rates and Math, Reading and Behavior Universal Screening Results would be the base data points. Additional system metrics would also be monitored for impact to help determine components that remain after ESSER funds are complete.

The adaptive changes will be monitored through our action planning process related to our MTSS Implementation Progress. Our system uses the IMIS survey results (TASN & www.districttools.com) provided from our staff surveys to inform an action planning process.

The culture and climate impact is monitored through a school climate survey and the Kansas Communities that Care survey.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[361_ChaparralSchools_ESSE... \(601 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under

“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Josh Swartz

Date | 05/11/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
361	Chaparral Schools	May 18, 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
361-1-001	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	SFY 2021 (\$40,000) replacement of 5th/6th personal technology devices (Chromebooks) & teacher iPad replacement (\$30,000). Remote learning increased the breakage and usage rate of current device inventory.	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	80-1000-650-000	
361-1-002	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	SUPPLIES AND MATERIALS	7. Purchasing supplies to sanitize and clean LEA and school facilities	SFY 2021 (\$60,914) is for 3 floor scrubbers & 3 buffers at all 3 school buildings. This equipment replaces an aging inventory of cleaning equipment. The updated equipment provides more time by the custodial staff in cleaning the additional surfaces required by our cleaning protocol.	\$ 60,914	\$ 60,914	\$ -	\$ -	\$ -	80-2600-610-000	
361-1-003	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Drafting classroom computers that allow for virtual completion of college credit. The need addressed is replacing an inventory that aged ahead of schedule from the additional usage for remote learning.	\$ 9,161	\$ 9,161	\$ -	\$ -	\$ -	80-1000-650-000	

361-1-004	Eligible	Direct Allocation	Support Services (Instructional Staff)	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Additional facilitator role responsible for supporting MTSS protocol implementation, facilitating learning data conversations specifically focusing on behavior, math and reading, and work closely with building teams and existing mental health team to support alignment.	\$ 137,500	\$ 5,500	\$ 66,000	\$ 66,000	\$ -	80-2200-111-000	
361-1-005	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Rooftop Unit Replacement [3 units in SFY 2021, 2 units in SFY 2022, and 1 unit in SFY 2023] There are 119 roof top units across all buildings in the district. The updated HVAC equipment addresses needed air quality improvements. These HVAC items are also at the end of their life and updated equipment includes technology enhancements to solve air quality concerns.	\$ 111,000	\$ 81,000	\$ 20,000	\$ 10,000	\$ -	80-2600-710-000	Allowable if CDC guidelines are met

361-1-006	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	2 FTE Guest Teachers @ \$45,000 per teacher. Hiring 2 full time guest teachers (substitutes) matches with research that 85% of the school days have at least 2 guest teachers in the district. The remaining 15% of the time would be used to support classroom enrichment/intervention work. Learning loss occurs when the regular teach is not in the classroom with this solution reducing the stress and strain on struggling learners.	\$ 129,167	\$ 5,167	\$ 62,000	\$ 62,000	\$ -	80-1000-111-000	
361-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Additional intervention materials for classroom instruction that would benefit both math, reading, behavior and additional content areas. These resources would be specifically used for Tier 2 & Tier 3 interventions.	\$ 43,633	\$ 14,544	\$ 14,544	\$ 14,545	\$ -	80-1000-610-000	Per narrative, Learning loss especially for those students whose homes are without technology and general family support for learning time. This population included students staying with grandparents or extended family, special education students, English language learners, and students in poverty. Of our district enrollment count of 800 students, approximately 50 are English language learners, 160 in poverty and 100 with special education needs. The additional planning for staff impacted learning loss through the duplication of services that were needed. Planning for both Remote (students that were in quarantine) and On Site learning required created challenges in fully engaging students.

361-1-008	Eligible	Direct Allocation	Central Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology integration support in order to best utilize technology purchased to support student learning. The integration of purchased technology is only as strong as the skill set of the staff using the technology. This role improves the effectiveness of the purchased technology and web-based instructional tools.	\$ 125,000	\$ 5,000	\$ 60,000	\$ 60,000	\$ -	80-2500-111-000	Per applicant, The tech integration support role impacts learning loss by supporting the classroom teacher in guidance and coaching to best use the technology while at the same time implementing the MTSS model. This role also supports families in using technology while away from school. Low income families benefit from this support.
361-1-009	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	1D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.	Rural Universal Services (RUS) Grant thorough a partnership with ESSDACK. The purpose of the grant is to provide a virtual learning opportunity that isn't possible through the barriers because of COVID protocol.	\$ 14,700	\$ 14,700	\$ -	\$ -	\$ -	80-1000-650-000	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

Kansas CommonApp (2020)

1112-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ezkDdzLZ

363_Holcomb_ESSER II Plan_0429

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 363
Applicant / Mailing Address	
PO Box 8	
Holcomb, Ks 67851	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Michael Davis, Business Manager
Applicant / Email Address of Owner, CEO, or Executive Director	mike.davis@usd363.com
Applicant / Phone Number	620-277-2629

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)	48-6010502
Applicant / Website Address (if applicable)	usd363.com
Fiscal Agent / Name (if applicable)	Michael Davis
Fiscal Agent / Email (if applicable)	mike.davis@usd363.com

Fiscal Agent / Mailing Address (if applicable)

PO BOX 8
Holcomb, KS 67851

Application details

Full District Name | Holcomb Consolidated Schools

District Number | 363

Mailing Address | Street Address | PO Box 8

Mailing Address | City | Holcomb

Mailing Address | Zip Code | 67851

Authorized Representative of the District | Name | Dr Scott Myers

Authorized Representative of the District | Position or Title | Superintendent of Schools

Authorized Representative of the District | Email Address | scott.myers@usd363.com

Authorized Representative of the District | Phone Number | +16202772629

Would you like to additional district representatives to the application? | Yes

Other District Representative 1 | Email Address | mike.davis@usd363.com

Other District Representative 2 | Email Address | robin.witzke@usd363.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

As expected, the pandemic has certainly taken its toll on our educational community here in Holcomb. While we were able to stay in school throughout the entire school year, this was not easily achieved. Toward that end, we implemented a variety of new safety-related protocols which included a District-Created Pandemic Plan that included details regarding social distancing, the wearing of masks and enhanced cleaning protocols.

While what we did was necessary and successful, this new way of doing things impacted our students both academically and emotionally. School SHOULD be a place of joy and wonderment, but when everyone is wearing a mask and is separated by physical barriers, it simply puts distance between people. And, we noticed throughout the year our students (and adults for

that matter) have been emotionally accelerated. This has been documented through strategies found within our District Trauma Approach. One strategy within that approach is for students to provide their relative Zone of Regulation when entering the school each day. The data we gathered shows our students registered “Blue” (sad) or “Red” (angry) much more often than in the past.

While we had and still have strategies in place to deal with accelerated students, the sheer truth is this sort of emotional state negatively impacts the learning environment. Thus, we have noticed a learning loss throughout all grades within the district. To address this, we are expanding our summer school offering to be far more inclusive of students who simply need extra learning opportunities.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We have dedicated our ESSER I funding to pay the salaries and associated employer costs for the dedicated Remote Teacher and the four Homebound Instructional Liaisons (HILs) we brought on board this year. These five individuals kept up consistent communication with our Remote Students and with those students who had to stay at home while under orders to quarantine. The successes we enjoyed with our Remote Students this year ONLY took place due to the good, hard work of these five people. I cannot imagine the struggles we would have faced if we did not have these dedicated individuals.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their

classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We FULLY respect that education is a PEOPLE business, knowing we are only as good as our people. So, we are investing the VAST majority of our ESSER II funds on people to provide extended learning opportunities for our students and for meeting their socio-emotional needs.

First, we are expanding our Summer School experience, fully expecting to have more students involved with this opportunity. Students who have suffered learning loss are being invited to attend this expanded event; happily we are getting very positive responses from the parents of our students. To provide for our students, we will open individual grade sections K-5, with the possibility of opening extra sections if the numbers of students enrolled warrant it. Toward that end, we plan to keep the class sizes to no more than ten students per section. Each section will have a dedicated teacher and para professional. At the secondary level, we plan to continue with our longstanding "credit recovery" approach to summer school. We expect we will have ample numbers of students to bring on one middle school teacher and two high school teachers to facilitate the learning taking place.

Next year, we plan on bringing back our Remote Teacher to work with those families who chose to have their student(s) attend school remotely. Also, we will bring back the four Homebound Instructional Liaisons we employed this year to coordinate efforts between the families and the school. We also plan to bring on a District Student Advocate. This person will work intently with At-Risk students and with those who are accelerated due to life tensions. Lastly, so as to help with the volume of accelerated students at the K-5 level, we plan to bring on three elementary paraprofessionals to work with students in small groups, expanding our MTSS efforts.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

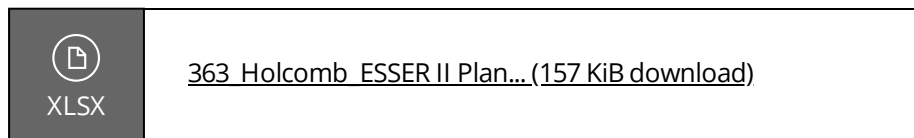
We will keep careful data regarding student academic achievement throughout the year. As a part of our normal progress monitoring, we check how students are progressing three times a year, making course corrections as needed. We will continue with this, analyzing how the students are doing, keeping careful note of the students who attended summer school. Also, we will continue with our tracking of the Zones of Regulation self-identifications our students report and the use of the Peace Corners we maintain throughout the various levels of the district. Along with this, we will also track office/counselor referral data.

Our newly created position – the District Student Advocate – will join the various School Intervention Teams and will play a pivotal part in the tracking of all of this data, working in concert with the principals and the school counselors to address needs as they arise.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dr. Scott Myers

Date | 04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
363	Holcomb	May 18, 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
363-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Due to learning loss associated with COVID, we are expanding our Summer School this year. It will take place for three weeks in June. We anticipate having over 150 students taking part in this learning event. To serve the students, we plan to bring on eleven teachers and three paraprofessionals. This experiential learning event will home in on individual student academic needs as determined through progress monitoring.	\$ 19,800	\$ 19,800	\$ -	\$ -	\$ -	34323	
363-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	With the expansion of our Summer School, it is necessary to bring on paraprofessional support to help meet the needs of the students. We plan on having three paras working throughout Summer School.	\$ 2,633	\$ 2,633	\$ -	\$ -	\$ -	34321	
363-1-003	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	These are associated employment costs for operating the Summer School.	\$ 1,716	\$ 1,716	\$ -	\$ -	\$ -	34331	
363-1-004	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	These are associated employment costs for operating the Summer School.	\$ 22	\$ 22	\$ -	\$ -	\$ -	34341	
363-1-005	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	These monies are to be used to provide instructional materials to be used during Summer School.	\$ 800	\$ 800	\$ -	\$ -	\$ -	34301	

363-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services	Due to COVID, we will have families that choose to use Remote Learning next year. Many of our families chose this option this past year, so we need to bring back our dedicated Remote Teacher. Along with working with our remote students, this teacher will also coordinate efforts between the families and the schools as students go in and out of quarantine	\$ 42,000	\$ -	\$ 42,000	\$ -	\$ -	34323	
363-1-007	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	10. Providing mental health services and supports	With the onset of COVID, MANY of our students experienced increased angst and anxiety. To help address this, we plan to bring on additional personnel to help the students with their schooling and to help them regulate if/when they are emotionally accelerated. Our plan is to hire a Student Advocate, four Homebound Instructional Liaisons and three fulltime paraprofessionals. The Student Advocate will work intently with At-Risk students on a daily basis. This person will become that trusted adult mentor for struggling students, particularly at the secondary level. Along with helping with academic work, this person will be that rock for these students, helping them through their struggles. He or she will work closely with the school counselors to coordinate efforts. The Homebound Instructional Liaisons will work with the Remote Teacher to coordinate school business between the Remote Students and the district. The work these people completed this past year is a KEY reason our Remote Students experienced success this past year. The additional paraprofessionals will allow us to serve individual students' needs better, particularly at the elementary level through our MTSS program. These approaches will have a positive impact on academic achievement, which, in turn, will have a positive impact on the emotional wellbeing of the students.	\$ 196,000	\$ -	\$ 196,000	\$ -	\$ -	34321	

363-1-008	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	These are associated employment costs for bringing on additional people to serve the needs of our students	\$ 18,207	\$ -	\$ 18,207	\$ -	\$ -	34331	
363-1-009	Eligible	Direct Allocation	Instruction	Unemployment Compensation	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	These are associated employment costs for bringing on additional people to serve the needs of our students	\$ 238	\$ -	\$ 238	\$ -	\$ -	34341	
363-1-010	Eligible	Direct Allocation	Instruction	Group Insurance	10. Providing mental health services and supports	These are associated employment costs for bringing on additional people to serve the needs of our students. This pays for the insurance of these employees.	\$ 66,744	\$ -	\$ 66,744	\$ -	\$ -	34326	

Kansas CommonApp (2020)

1602-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

364_Marysville_ESSER II Plan_0504



rOqzpxLI

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 | Marysville USD 364

Applicant / Mailing Address

| 211 South 10th
| Marysville, KS 66508

Applicant / First and Last Name of Owner, CEO, or Executive Director | Jody Bruna

Applicant / Email Address of Owner, CEO, or Executive Director | jbruna@usd364.org

Applicant / Phone Number | 785-562-5308

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) | 480720068

Applicant / Website Address (if applicable) | www.usd364.org

Fiscal Agent / Name (if applicable) | Jody Bruna

Fiscal Agent / Email (if applicable) | jbruna@usd364.org

Fiscal Agent / Mailing Address (if applicable)

211 South 10th
Marysville, KS 66508

Application details

Full District Name | Marysville USD #364

District Number | 364

Mailing Address | Street Address | 211 South 10th

Mailing Address | City | Marysville

Mailing Address | Zip Code | 66508

Authorized Representative of the District | Name | Jody Bruna

Authorized Representative of the District | Position or Title | Clerk

Authorized Representative of the District | Email Address | jbruna@usd364.org

Authorized Representative of the District | Phone Number | +17855625308

Would you like to additional district representatives to the application? | Yes

Other District Representative 1 | Email Address | mcouch@usd364.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.

Although USD 364 Marysville Schools responded to the pandemic with immediate alternative pathways to learning when Covid 19 hit our state last March, we still find ourselves in a situation where learning loss did occur across the district. Beyond this learning loss, there has been some serious concerns with the social emotional needs of our students. These social emotional concerns and academic concerns cross all demographics. Although not in our county and they can't be tied directly to Covid-19, two middle school aged children took their lives this school year. This heightened our focus on social emotional needs even more. We have reached out to Communities in Schools to allow a CIS coordinator to work between our counseling staff and the homes of our families. Academic focus will be given to all students, however a concentrated effort will be to our at-risk students. Approximately 40% of our PK-12 800 students fall in this category. MTSS/PBIS focus will be more concentrated upon by adding an additional staff member who will use Fastbridge and other data sources to identify and track needs and student growth.

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 has used all ESSER I funds but has remaining ESSER I SPED funds available. We plan to use these funds for technology to assist in remote learning when needed, as well as, social and emotional support but not limited to curriculum.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
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- Purchasing educational technology (including hardware, software, and connectivity) for students who are served 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 pay any temp takers, extra substitutes/paras and custodians. Funds will be used for 2021 and 2022 Summer School Program. We will be using funds to cover costs for all contracted employees whose schedules were adjusted to eliminate congregating of students prior to the school day and to allow for Covid 19 planning. This adjustment to schedule required teachers to report to duty prior to their negotiated agreement time to greet students and begin working on academic loss prior to the school day starting. Students arrive as early as 7:30 to public schools, and this step was needed to recapture learning loss and to prevent unsupervised gathering of students prior to the school day. An additional focus on MTSS and PBIS growth will be given through the utilization of a supervisor of those programs who will utilize data from Fastbridge and other sources to design instructional pathways for students and analyze progress of the students and the program. An additional .75 FTE will be budgeted for classroom and after school assistance of our At-Risk kids. Communities in Schools will be tapped to assist our counselors in meeting the needs of families and students. Additional Professional development with a focus in mathematics and reading will be provided. Allocations will be directed to improve attendance of our students whose success suffers from chronic absenteeism. Nursing and central office staff duties outside of contracted time were essential for our district who could not secure support for these positions. Therefore, much of these duties were completed after hours. Licenses to research based programs such as Read Live and Dreambox will be purchased which will be utilized by teachers and program coordinators as we seek to regain losses of learning.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

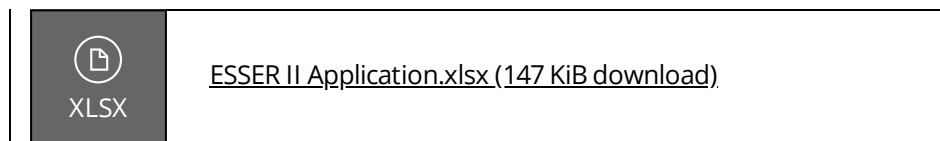
The district will refer to our local assessments, Fastbridge results, MAP results, and state assessments in our K-12 buildings. The same social emotional screeners used this year will be utilized to over the next few years to track the social emotional growth of our student body.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Jody A. Bruna

Date | 05/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
364	Marysville	May 18, 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
364-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher/Para support staff for summer school to address learning loss as a result of COVID 19. We will be working with approximately 100 students K-12 working on academic deficiencies. This will require 12 certified staff.	\$ 90,388	\$ 45,194	\$ 45,194	\$ -	\$ -	07-1000-110-00	
364-1-002	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Classified support staff for summer school to address learning loss as a result of COVID 19. We will be working with approximately 100 students K-12 working on academic deficiencies. This will require 4 certified staff. Support Staff--custodial, counselor, secretary, nurse	\$ 14,300	\$ 7,150	\$ 7,150	\$ -	\$ -	07-1000-121-00	
364-1-003	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies	\$ 6,000	\$ 3,000	\$ 3,000	\$ -	\$ -	07-1000-610-00	Per email clarification from district, supplies were materials for summer school hands-on learning opportunities based in problem solving for students in grades K-12.

364-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Teachers worked beyond contract time due increased lesson prep time from students learning in a hybrid model, and from students reporting to earlier to the classroom in order to prevent student gathering before school for Covid-19 mitigation. This estimated lost lesson prep time of 15 minutes was made up beyond our teachers' contracted time at an extra cost to the district.	\$ 139,400	\$ 139,400	\$ -	\$ -	\$ -	07-1000-110-00
364-1-005	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	All administrators were expected to attend and participate in Covid-19 mitigation planning and ongoing efforts for teacher support to address learning loss beyond their normal contracted duties. The estimated additional time above and beyond their normal contracted duties due to Covid-19 is estimated to be 15 minutes per day.	\$ 11,000	\$ 11,000	\$ -	\$ -	\$ -	07-2410-111-00
364-1-006	Eligible	Direct Allocation	Office of the Superintendent Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend for fiscal accounting and reporting of ESSER II funds for the district. Board Clerk/Deputy Clerk/Treasurer	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	07-2321-121-00

364-1-007	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	District nurse attended and participated in Covid-19 mitigation planning and ongoing efforts for teacher support to address COVID 19 mitigation and communicated with the health department and teachers related to quarantines and the need for hybrid/remote learning. The estimated additional time above and beyond their normal contracted duties due to Covid-19 is estimated to be 30 minutes per evening.	\$ 2,975	\$ 2,975	\$ -	\$ -	\$ -	07-2100-111-00	
364-1-008	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Read Naturally Live Licenses to address reading learning losses for grades 7-12 related to Covid-19 quarantines and exposures.	\$ 3,450	\$ -	\$ 3,450	\$ -	\$ -	07-1000-610-00	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.
364-1-009	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Academic Programs for At-Risk students to address learning loss because of disrupted instruction due to Covid-19 in grades K-12.	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	07-1000-110-00	

364-1-010	Eligible	Direct Allocation	Support Services (Students)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Social Emotional supports and integrative curriculum for counseling staff to address mental health concerns and social emotional loss due to Covid-19.	\$ 10,000	\$ -	\$ 5,000	\$ 5,000	\$ -	07-2100-300-00
364-1-011	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials	10. Providing mental health services and supports	Social Emotional student mental health events.	\$ 6,000	\$ -	\$ 3,000	\$ 3,000	\$ -	07-2100-610-00
364-1-012	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Chronic Absenteeism Attendance Support and Resources to address chronically absent students who fall in the bottom 10% of all academic achievers to assist support staff in locating and reengaging students.	\$ 4,000	\$ -	\$ 2,000	\$ 2,000	\$ -	07-1000-610-00
364-1-013	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Add a district MTSS/PBIS position which will ensure effective coordination of district efforts to address learning loss and student support strategies, including teacher coaching. This position will serve students with the greatest learning loss and at-risk behaviors in the district.	\$ 59,000	\$ -	\$ 59,000	\$ -	\$ -	07-2410-111-00

364-1-014	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Pathways Training/PD to assist teachers in increasing student skills to better address the bottom 20% of academic achievers and specifically students with Covid-19 based learning loss.	\$ 9,120	\$ -	\$ 4,800	\$ 4,320	\$ -	07-1000-110-00
364-1-015	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Read Naturally Live-Dreambox to assist teachers in increasing student skills to better address the bottom 20% of academic achievers and specifically students with Covid-19 based learning loss.	\$ 42,440	\$ -	\$ 21,220	\$ 21,220	\$ -	07-1000-610-00
364-1-016	Eligible	Direct Allocation	Instructional Staff Training Services	Other Professional Educational Services	12. Addressing learning loss among students, including vulnerable populations	Mathematics consultant, Melissa Fast, to offer professional development to USD 364 K-12 teachers to address learning loss identified in mathematics due to Covid-19 educational disruptions.	\$ 5,000	\$ 1,000	\$ 4,000	\$ -	\$ -	07-2213-329-00
364-1-017	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Add a .75 FTE Junior High Interventionist to address learning loss of students related to Covid-19. This new position will focus on students identified through Fastbridge as most in need of remediation due to Covid-19 based learning loss.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	07-1000-110-00

364-1-018	Eligible	Direct Allocation	Instruction	Other Miscellaneous Expenditures	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	Communities in School intervention to specifically address additional hardships, job losses, and child care needs for students and families related to Covid-19. USD 364 At-Risk population will be the primary focus.	\$ 20,000	\$ -	\$ -	\$ 10,000	\$ 10,000	07-1000-890-15	
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Kansas CommonApp (2020)

1569-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



GJewnBrv

366_Woodson School District 366_ESSER II Plan_0426

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Woodson School District 366
Applicant / Mailing Address	
101 W Butler, PO Box 160	
Yates Center, KS 66783	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Steve Pegram
Applicant / Email Address of Owner, CEO, or Executive Director	spegram@usd366.net
Applicant / Phone Number	6206258804

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	Woodson School District 366
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District Number		366
Mailing Address Street Address		101 W Butler, PO Box 160
Mailing Address City		Yates Center
Mailing Address Zip Code		66783
Authorized Representative of the District Name		Glenda Howard
Authorized Representative of the District Position or Title		Board Clerk
Authorized Representative of the District Email Address		ghoward@usd366.net
Authorized Representative of the District Phone Number		+16206258804
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		spegam@usd366.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 primary use of ESSER II funds is in technology, mental health, consortiums providing social-emotional and instructional supports. Items to enhance our depth of cleaning and software to provide for and ensure continued use of the same products to collect our district data while promoting social distancing in closed areas. As a school district that is experiencing continued declining enrollment and the loss of free lunch applications due to the USDA feeding program, the district has taken steps to ensure that the programs needed for our students and staff are still available. If it were not for ESSER II funding, many of the school district's programs that promote social, emotional, and student/teacher learning would probably need to be dropped. Knowing that there is another round of funding through ESSER III, many items we listed are items we need to get ordered as soon as possible. Esser III will address afterschool programming, curriculum improvement, and enhanced summer school programming. Not knowing what would or wouldn't be allowed, the district is patiently waiting for approval before placing these orders.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district proposes to address the sanitation of the school through purchasing equipment to provide for social distancing and enhanced cleanliness. The district will also address student learning loss with supplemental software programs to help students make up for what they lost due to school closures. Other software requested will allow the district to make sure students are regaining what they lost during closure by providing standardized data to be evaluated and used by the teaching staff. The extension of summer school in days and time will help address some learning loss that has occurred. In the area of social-emotional, the district will target a variety of different strategies, such as mentoring, student surveys, and implementing social-emotional programming and classes. To help the teaching staff, who also was affected due to the school closing, professional development and services will be available for improved classroom instruction, implementation of social-emotional programs, and personalized opportunities for social-emotional support.

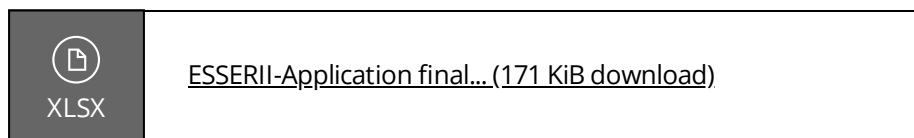
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Students and staff will be surveyed as to how school is going for them, along with how they are doing in the social-emotional aspect of their lives. Using baseline data, the district will attempt to identify areas to address for both students and staff. The district will also determine the effectiveness of expenditures based on school attendance from the 2021 school year. If the cleanliness of the buildings is enhanced, one would assume that attendance should improve. Using baseline data from 2021, the district will review where students are during the 2022 school year in comparison to the prior school year. This information will be continually updated yearly. The district also plans to survey both students and staff as to their perceptions of how well things are going in the district with the additional supports that have been provided.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Glenda Howard

Date

| 04/26/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
366	Woodson	May 18, 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
366-1-001	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	PK Frog Street English Curriculum-We are moving to this resource the PK teachers know will help more students at the PK level. It has become the leading resource used in our cooperative and other school districts in the area.	\$ 3,294	\$ 3,294	\$ -	\$ -	\$ -	7	
366-1-002	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Disinfectant/cleaner sup-General supplies to ensure quality cleaning and sanitizing throughout the school district.	\$ 1,053	\$ 1,053	\$ -	\$ -	\$ -	7	
366-1-003	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebook chargers- Actual expense of providing replacement chargers to maintain student connectivity both in school and remote learning.	\$ 230	\$ 230	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
366-1-004	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Summer School Books-Books to be used in conjunction with summer school-Summer School Materials.	\$ 96	\$ 96	\$ -	\$ -	\$ -	7	

366-1-005	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Server Tower-To update and enhance the district connectivity to provide internet and software services. Actual partial costs.	\$ 1,397	\$ 1,397	\$ -	\$ -	\$ -	7	REVISED: Amended Total Expenditure per applicant request (From \$860.17 to \$1,397.17)
366-1-006	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Bus Barn Disinfectant-Sanitation supplies used to maintain the sanitation of district buses. Actual Expense.	\$ 306	\$ 306	\$ -	\$ -	\$ -	7	
366-1-007	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lux Power Mobile AC and USB Charging Tower-Used in the high school math classroom to allow students the opportunity to keep devices charged during the class and day. Actual Expense.	\$ 263	\$ 263	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19: Applicant responded via email: To address learning loss by ensuring that students have the resources available to keep their technology devices operational to actively participate, work online, and complete assignments while at school. If devices don't operate students can't work in the classroom through programs purchased to address learning loss. Actual Expense

366-1-008	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lightning to VGA Adapter- 1st gr-Allows the teacher to connect the iPad to the projector for all students to see. Actual Expense.	\$ 60	\$ 60	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19; Applicant responded via email: To address learning losses and remote learning due to possible covid or covid exposure. This device allows the teacher to connect the iPad to the projector for all students to see, allowing for more focused learning in the classroom and allowing students working remotely to interact with the same screen the students in the class are using. Purchased technology as an alternative activity due to covid for social distancing. Actual Expense 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.
366-1-009	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Headphones/Aux Cables PK-8 - 600 headphones and additional cables to provide all students equipment to work independently and without interruption while working on district software.	\$ 8,991	\$ 8,991	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19 and justification for exceeding student enrollment; Applicant responded via email: Will purchase exact enrollment number to allow students to use individual headphones to help attempt to stop the spread of covid due to the sharing of devices.
366-1-010	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Happy Numbers Site-Wide License PK-5 -New software to address recognized learning loss in the area of mathematics at the elementary level.	\$ 2,175	\$ 2,175	\$ -	\$ -	\$ -	7	

366-1-011	Eligible	Direct Allocation	Instruction	PURCHASE D PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Fastbridge Assessment 3 Years-Three-year contract to ensure the district uses the same assessment tool through the pandemic and KESA periods to monitor student learning, meet dyslexia requirements. With declining enrollment and the potential loss of at-risk weighting, this purchase would assure that the district would have this program to provide consistent data.	\$ 16,289	\$ 16,289	\$ -	\$ -	\$ -	7	REVISED: Amended Total Expenditure per applicant request (From \$12,038.25 to \$16,289)
366-1-012	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	IXL site license K-12-3 years- Three-year contract ensures the district uses the same assessment tool through the pandemic and KESA periods to measure student learning and monitor student growth. With declining enrollment and the potential loss of at-risk weighting, this purchase would assure that the district would have this program to provide consistent data.	\$ 22,242	\$ 22,242	\$ -	\$ -	\$ -	7	

366-1-013	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Lexia Subscription-2 yr-Two-year contract to ensures the district uses the same assessment tool through the pandemic and KESA process to measure student learning. With declining enrollment and the potential loss of at-risk weighting, this purchase would assure that the district would have this program to provide consistent data to analyze.	\$ 15,385	\$ 15,385	\$ -	\$ -	\$ -	7	
366-1-014	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Music Curriculum-Software, Elementary music software that incorporates reading and math skills to enhance student learning.	\$ 175	\$ 175	\$ -	\$ -	\$ -	7	
366-1-015	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Scrubber-To enhance a better cleaning in the district. This equipment is a smaller scrubber to get into tight areas of the elementary building to improve the cleaning process.	\$ 2,686	\$ 2,686	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19; Applicant responded via email: To sanitize areas of the building, ususally in high traffic areas, to prevent the spread of covid by providing a deeper cleaning of those areas.

366-1-016	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Restroom Cleaning System-2-Two units, one for the HS and one for the Elementary. These will provide better and deeper cleaning of the building restrooms and expedite the cleaning process to allow additional cleaning and sanitizing elsewhere.	\$ 6,075	\$ 6,075	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19; Applicant responded via email: Allows for a better and more thorough deeper sanitization process of bathroom areas to prevent the spread of covid by cleaning more of the hard-to-reach areas of these rooms
366-1-017	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Scrubber/Extractor-2- One for each building in the district. This equipment will be used daily to clean and extract the water in the cafeterias of the district. At this time, the district does not have this type of quipment, and it is evident. This equipment will enhance the cleaning process by providing a better cleaning.	\$ 15,359	\$ 15,359	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19; Applicant responded via email: This equipment will be used daily to clean and extract cleaning solutions in the daily operations of the food service programs to provide for a better sanitization system to help prevent the spread of covid.
366-1-018	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Lotus Pro High Cap Unit/Stabilizer-cleaning chemical using water-2-One for each building. The district will be moving away from the use of chemicals as it moves through the pandemic. The devices ionize water to provide for a better cleaning of surfaces and floors. These devices will allow the district to reduce futrure chemical costs and provide for a better cleaning system.	\$ 13,290	\$ 13,290	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19; Applicant responded via email: The district will be moving away from the use of chemicals and to an ionization system that kills the covid virus at a more effective rate than most chemical solutions, thus a better sanitization system.

366-1-019	Eligible	Direct Allocation	Instruction	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Cafeteria Tables/Stools- Tables - 10 HS and 6 Elementary. The district will move to long tables with students sitting on one side instead of facing one another. These tables replace round tables at the high school and provide additional tables at the elementary/MS. This process will provide for social distancing during the lunch period.	\$ 30,900	\$ 30,900	\$ -	\$ -	\$ -	7	
366-1-020	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Hand Sanitizer/Dispencers- Equipment to provide for hands free hand sanitation.	\$ 4,021	\$ 4,021	\$ -	\$ -	\$ -	7	
366-1-021	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	PowerSchool-Enrollment Express-The district will use this program to provide online enrollment to promote social distancing. Enrollment will be encouraged to be completed online. All information, forms, and payment will be able to be made online.	\$ 8,600	\$ 8,600	\$ -	\$ -	\$ -	7	
366-1-022	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Specialized Learning Service- GB Social/Emotional program for district students. This program will provide support for students and work with teachers to provide for our students' social/emotional needs.	\$ 3,600	\$ 3,600	\$ -	\$ -	\$ -	7	

366-1-023	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASE D PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	EAP-GB is an employee resource to address social/emotional issues that staff may be having. Staff members can call at any time to get advice, talk, or just vent with a professional in the area of social/emotional issues.	\$ 4,682	\$ 4,682	\$ -	\$ -	\$ -	7	
366-1-024	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASE D PROFESSIONAL AND TECHNICAL SERVICES	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	EDTECH Academy-GB- Planning & Implementing Activities. Greenbush support to provide remote learning and training for students who may be quarantines with COVID.	\$ 600	\$ 600	\$ -	\$ -	\$ -	7	
366-1-025	Eligible	Direct Allocation	Support Services (Students)	PURCHASE D PROFESSIONAL AND TECHNICAL SERVICES	11A. Planning and implementing summer learning or enrichment programs	Parents as Teachers-GB-To provide parents with the additional support they might need to address early learning in the preparation of preschool.	\$ 8,800	\$ 8,800	\$ -	\$ -	\$ -	7	

366-1-026	Eligible	Direct Allocation	Instruction	PURCHASE D PROFESSIONAL AND TECHNICAL SERVICES	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	School Improvement Services-GB-provides teachers with the resources to improve delivery of instructional content to provide and improve instruction in all facets of educational delivery that addresses learning loss and remote learning.	\$ 7,702	\$ 7,702	\$ -	\$ -	\$ -	7	
366-1-027	Eligible	Direct Allocation	Executive Administration Services	PURCHASE D PROFESSIONAL AND TECHNICAL SERVICES	3. Providing principals and other school leaders with resources to address individual school needs	Administrative Services support through Greenbush provides administrators with resources, materials, support, and forums to discuss, address, and respond to issues concerning the impact of the COVID-19 pandemic on students, staff, and the school community.	\$ 1,350	\$ 1,350	\$ -	\$ -	\$ -	7	
366-1-028	Eligible	Direct Allocation	Instruction	PURCHASE D PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Crisis Prevention & Response-GB-To have resources available to the school district to address potential student/staff issues relating to COVID in the area of social-emotional and crisis support.	\$ 2,100	\$ 2,100	\$ -	\$ -	\$ -	7	

366-1-029	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Environmental Compliance Consortium-GB-Resource provides a professional response to issues involving COVID, such as cleaning, health issues, and pandemic response.	\$ 2,250	\$ 2,250	\$ -	\$ -	\$ -	7	
366-1-030	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Greenbush membership provides planning & implementing activities for remote learning, supporting possible long-term closure in food service, special education, possible professional developemnt, etc.	\$ 5,750	\$ 5,750	\$ -	\$ -	\$ -	7	

366-1-031	Eligible	Direct Allocation	Instruction	PURCHASE PROFESSIONAL AND TECHNICAL 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	To evaluate and address the impact of learning delays or loss in the areas of reading and literacy due to the COVID-19 pandemic. A Specialist in Literacy and Instruction will work closely with teachers and administrators to observe, evaluate, plan, and assist in preparing targeted instruction and lessons for teachers to use with students to mitigate identified losses or delays in these critical areas.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	7	
366-1-032	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The Character Tree Subscriptions K-1 Classroom material suited to the K-1 level addressing social/emotional issues.	\$ 216	\$ 216	\$ -	\$ -	\$ -	7	
366-1-033	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Provide instructional support for Spanish learning students in possible remote learning situations due to quarantine or COVID.	\$ 7,797	\$ 7,797	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

366-1-034	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Custodial Salary-Extra Covid- Actual costs incurred for the additional custodian to address COVID. This was their final payment due to resignation from the district.	\$ 1,284	\$ 1,284	\$ -	\$ -	\$ -	7	
366-1-035	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Custodial Salary-Extra Covid- Estimated salary to June 30, 2021, for replacement custodian to address COVID.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	7	
366-1-036	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Custodial Salary-Extra Covid Cleaning Support-Estimated salaries of two additional COVID custodians for the 2022 school year.	\$ 52,845	\$ -	\$ 52,845	\$ -	\$ -	7	

366-1-037	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Covid Substitute Reimbursement-actual costs for substitutes for employees who were quarantined due to COVID or contracted COVID.	\$ 8,400	\$ 8,400	\$ -	\$ -	\$ -	7	
366-1-038	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Classroom lunch coverage eating in the classrooms (2021)-Actual cost incurred to provide social distancing at lunch. Due to room arrangements, one teacher covered two classrooms during the lunch period and was compensated at the negotiated agreement rate.	\$ 3,578	\$ 3,578	\$ -	\$ -	\$ -	7	
366-1-039	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Covid Substitute Reimbursement-Actual costs for substitutes to cover for quarantined employees due to COVID or contracted COVID.	\$ 14,000	\$ 14,000	\$ -	\$ -	\$ -	7	

366-1-040	Eligible	Direct Allocation	Instruction	PURCHASE D PROFESSIO NAL AND TECHNICAL SERVICES	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	To address and enhance social and emotional support, instruction, and programming for students altered and impacted by the COVID-19 pandemic. We will focus on skills within our students through an intentional leadership-centered program. Themes of perseverance, compromise, hope, grit, determination, and trust will be discussed and addressed.	\$ 950	\$ 950	\$ -	\$ -	\$ -	7	
366-1-041	Eligible	Direct Allocation	Instruction	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Social Distancing-The district is replacing furniture in four classrooms, moving from tables, and moving to individual student desks for more classroom student separation.	\$ 19,780	\$ 19,780	\$ -	\$ -	\$ -	7	REVISED: Amended Total Expenditure per applicant request (From \$12,616 to \$19,780)

366-1-042	Eligible	Direct Allocation	Food Service Operations	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Food Service-Sealing Machine-To be used in the summer and school year feeding program to provide packaged individual servings.	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	7	
366-1-043	Eligible	Direct Allocation	Food Service Operations	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Food Service-Hands Free Stations-to allow students to sanitize hands, before and after meals, without touching the cleaning devices.	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	7	
366-1-044	Eligible	Direct Allocation	Food Service Operations	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	Food Service-Paper Supply- Address the additional cost and use of paper products that can be disposed of and allow meals to be eaten in the classrooms, primarily breakfast. Should there be a COVID flare-up, students would eat in the classrooms using paper products as well.	\$ 23,079	\$ 23,079	\$ -	\$ -	\$ -	7	

366-1-045	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebook chargers-To address the bizarre disappearance of chargers that tends to happen throughout the school year. Additional Chromebook chargers will allow students to have access to Chromebooks still when their charger disappears.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	7	Applicant responded via email: To address learning loss by ensuring that students have the resources available to keep their technology devices operational to actively participate, work online, and complete assignments while at school or through remote learning should students be quarantined or become infected with the covid virus. If devices don't operate students can't work in the classroom or at home through programs purchased to address learning loss. 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.
366-1-046	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Speakers-Social Distancing-The district has moved graduation outside rather than have the ceremony in the gymnasium. Additional speakers are needed to support this move to allow for social distancing.	\$ 600	\$ 600	\$ -	\$ -	\$ -	7	

366-1-047	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	District Zoom Licenses - To provide teachers with the tools to provide student learning while students are being quarantined (remote learning). Zoom is also used to provide outside classroom presentations without having the guests come into the school and provide district professional development and distance meetings.	\$ 3,400	\$ 3,400	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
366-1-048	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Document Cameras-To be used in conjunction with any outside the building student learning (remote) should the situation warrant.	\$ 4,022	\$ 4,022	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
366-1-049	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lamp Words for Life-Motor Learning-Bases AAC-To address learning loss/LAMP Words for Life is structured to enable early success and allow the client's vocabulary and communication skills to grow in a way that doesn't require re-learning along the way.	\$ 500	\$ 500	\$ -	\$ -	\$ -	7	

366-1-050	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	2021 Summer School includes a two-week session the last week of July and the first week of August. Six teachers, two paraeducators, an additional one hour each day have been added, along with student field trips and transportation to and from summer school added.	\$ 35,000	\$ 35,000	\$ -	\$ -	\$ -	7	
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Kansas CommonApp (2020)

1436-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



yBZmwpVy

380_Vermillion_ESSER II Plan_0415

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 380 Vermillion Unified Schools
Applicant / Mailing Address	
209 School Street	
Vermillion KS 66544	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Matt Rogers
Applicant / Email Address of Owner, CEO, or Executive Director	rogersm@usd380.com
Applicant / Phone Number	7853826216

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	Vermillion Unified Schools
District Number	380

Mailing Address | Street Address | 209 School Street

Mailing Address | City | Vermillion

Mailing Address | Zip Code | 66544

Authorized Representative of the District | Name | Matt Rogers

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | rogersm@usd380.com

Authorized Representative of the District | Phone Number | +17852836216

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 required our district to purchase more cleaning supplies than we ever have. We brought our Reopening Team in off contract to help develop our plan for opening the schools. With everyone in masks, we are focusing on social emotional issues. We are purchasing Social Emotional curriculum for all of the staff to make sure we are addressing this need. We had to hire extra staff such as health aides to make sure we had sufficient health coverage in all of our buildings. The district purchased extra software programs to help with remote learning and remote teaching. (i.e. - IXL, Kami, Quaver, Zoom, Chromebook Chargers) and provide training for these programs. We also hired a Remote Learning Coordinator. Through our use of Aimsweb, we noticed that there were more students who fell into tier 2 and 3 on our MTSS model. We hired some extra part time staff to help with the extra numbers in MTSS. We will hire some more staff if needed to provide MTSS services to the high school grades if possible.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We will continue to draw it down for expenses such as paying the extra salaries we have acquired. There is only enough for the remainder of the school year. We are waiting for our Co-Op to tell us when to draw down the SPED funds.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We will hire a Community Liaison who will help families in need. The liaison will allow us to help our families who need extra help due to the loss of wages due to Covid, or help with mental health issues, provide access to counseling, and any other needs the family may have. We will be purchasing SEL curriculum. (Too Good, School Connect). We are bringing in a speaker to talk about the social aspects of social media. We are hiring 2 part time paras to provide MTSS math to the high school grades. We will purchase a laptop computer for use in our MTSS program. We will be hiring two med aids at our early childhood building and be paying our nurses for hours in excess of the contracted 20 hours per week. We want to have a nurse or med aide in our buildings full time. We will purchase Fastbridge to help measure our students success. In year 2 we will be hiring District MTSS coordinators to help us close the learning gaps that the pandemic caused.

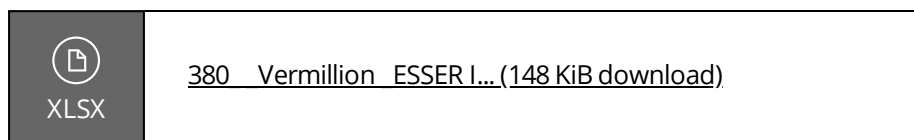
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will take their Fastbridge scores and checking to see if the extra support in MTSS is paying dividends and helping to close the gap created by Covid. We constantly survey students about how they are doing and feeling. We will use our SEL curriculum to gauge how our students are responding to the increase in social, emotional learning.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.

- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- The amount of funds under the grant or subgrant;
- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Matt L. Rogers

Date | 04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
380	Vermillion	May 18, 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
380-1-001	Eligible	Direct Allocation	OPERATION OF NON-INSTRUCTION SERVICES	OTHER PURCHASED SERVICES	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Community Liaison	\$ 32,112	\$ -	\$ 32,112	\$ -	\$ -	3000-500	Provide more information how this position relates to COVID-19; Applicant responded via email (5/17/21): The Liaison has a converted bus that is stocked full of clothes, diapers, personal hygiene products, and informational materials that can help our families get through the difficult time the pandemic has caused. The liaison can provide money to families to pay bills and medical expenses. She also has connections with mental health agencies that are vital to our families right now. We recently had a suicide of a student in our district and the liaison was a good go between for our schools and the family. She is vital as she will be working with our social worker to be another layer of support for our families and students. Per applicant, the expense listed reflects the liaison's salary.
380-1-002	Eligible	Direct Allocation	Support Services (Students)	SUPPLIES AND MATERIALS	10. Providing mental health services and supports	Social-Emotional Curriculum (Too Good, School-Connect)	\$ 17,599	\$ 17,599	\$ -	\$ -	\$ -	2000-600	
380-1-003	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Two Half-Time Paras (MTSS - salaries)	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	1000-100	

380-1-004	Eligible	Direct Allocation	Instruction	EMPLOYEE BENEFITS	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Two Half-Time Paras (MTSS - benefits)	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	1000-200	
380-1-005	Eligible	Direct Allocation	Support Services (Students)	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Medical Aide - Salary	\$ 10,800	\$ -	\$ 10,800	\$ -	\$ -	2100-100	Provide more information how the positions relate to COVID-19; Applicant responded: We have 2 part time nurses for our 3 buildings and needed to hire someone to cover our third school building's health needs. We did not want to leave our secretary to deal with any Covid issues. We found 2 people to help. This is the salary portion.
380-1-006	Eligible	Direct Allocation	Support Services (Students)	EMPLOYEE BENEFITS	5. Procedures and systems to improve LEA preparedness and response efforts	Medical Aide - Benefits	\$ 837	\$ -	\$ 837	\$ -	\$ -	2100-200	
380-1-007	Eligible	Direct Allocation	Support Services (Students)	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Supplement School Nurses - Salaries	\$ 28,800	\$ -	\$ 28,800	\$ -	\$ -	2100-100	Provide more information how this expenditure relates to COVID-19 and if it is existing staff is work required beyond the contract; Applicant responded via email: Our school nurses are only part time. We felt with the possibility of having to deal with the virus, we wanted only trained individuals to handle those students. It was not something we wanted to place on our secretaries, so we moved our nurses to full time. This is the salary portion.

380-1-008	Eligible	Direct Allocation	Support Services (Students)	EMPLOYEE BENEFITS	5. Procedures and systems to improve LEA preparedness and response efforts	Supplement School Nurses - Benefits	\$ 2,232	\$ -	\$ 2,232	\$ -	\$ -	2100-200	
380-1-009	Eligible	Direct Allocation	Instruction	General Supplies and Materials	10. Providing mental health services and supports	Sensory Path for Early Childhood Students	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	1000-610	Applicant responded via email: We noticed the time away from our school had a large impact on our early childhood students. We purchased a Sensory Path which will help our youngest with social and emotional skills. We also want to improve their overall emotional wellbeing.
380-1-010	Eligible	Direct Allocation	Instruction	OTHER PURCHASED SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Quaver Ed Music Curriculum (K-8)	\$ 2,520	\$ 2,520	\$ -	\$ -	\$ -	1000-500	Applicant responded via email: When school buildings were closed and we could not figure out a way to deliver a quality music curriculum to everyone involved, we started looking for an online platform so we could provide the curriculum to our students even though they were not in class. When school opened back up we had numerous quarantines and still needed a way to allow our students to still do music. We didn't want to just tell them to sing or play your instrument and record it. We wanted to be able to do what we were doing in the classroom. Quaver is online so it allows us to offer a quality music experience no matter if the student is in school or not. 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.

380-1-011	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Additional Teacher - Classroom Split - Salary	\$ 37,175	\$ -	\$ 37,175	\$ -	\$ -	1000-100	Applicant responded via email: When all the new reopening guidelines came out, we determined that we had a kindergarten class that was large. 28 students and we could not get anywhere close to 3 feet apart in the classroom. With our other classes, we didn't have that big of a number. We could at least get to 4 foot apart. In order to meet CDC, KSDE, and County Health recommendations, we split the class to help develop a smaller cohort group and this allowed us to spread these students out more. We had to hire a new teacher. This is the salary portion of the new teacher.
380-1-012	Eligible	Direct Allocation	Instruction	EMPLOYEE BENEFITS	5. Procedures and systems to improve LEA preparedness and response efforts	Additional Teacher - Classroom Split - Benefits	\$ 10,114	\$ -	\$ 10,114	\$ -	\$ -	1000-200	
380-1-013	Eligible	Direct Allocation	Support Services (Students)	Personal Services - Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	MTSS Coordinators (Secondary).- Salaries	\$ 30,000	\$ -	\$ -	\$ 30,000	\$ -	2100-100	
380-1-014	Eligible	Direct Allocation	Support Services (Students)	EMPLOYEE BENEFITS	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	MTSS Coordinators (Secondary).- Benefits	\$ 2,458	\$ -	\$ -	\$ 2,458	\$ -	2100-200	

Kansas CommonApp (2020)

1026-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ZEWjkgxG

396_Douglass_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	Douglass Unified School District No 396
Applicant / Mailing Address	921 E First St Douglass, KS 67039
Applicant / First and Last Name of Owner, CEO, or Executive Director	LaChelle Prather
Applicant / Email Address of Owner, CEO, or Executive Director	lprather@usd396.net
Applicant / Phone Number	316-747-3300

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)	48-0698278
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Application details

Full District Name	Douglass Public Schools
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District Number		396
Mailing Address Street Address		921 E First St
Mailing Address City		Douglass
Mailing Address Zip Code		67039
Authorized Representative of the District Name		Robert D. Reynolds
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		rreynolds@usd396.net
Authorized Representative of the District Phone Number		+13167473300
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		lprather@usd396.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 Douglass School District has been impacted by the Pandemic in multiple ways. Students have experienced learning loss due to short periods of remote learning. The pandemic has also created periods of isolation and family challenges which has caused social-emotional problems. Our focus for the past year has been to provide instructional support to our students to lessen the loss of learning. After reviewing our student classroom data, the district discovered that our tier-two and three students have been impacted the most and students have not progressed through the tiers as our data has shown in the past. This data has made it clear that we will need to provide more resources to overcome the learning loss that students have experienced.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Douglass is excited about the plan that has been established. Not only will the money bolster our MTSS programs in the elementary school, but it will allow us to emulate that same successful model at the high school and middle school. By adding MTSS coordinators/ interventionists for grade levels 6-12, we will have the support in place to review student data to provide and coordinate interventions with students. At the elementary we will be able to provide paraprofessionals to support our current MTSS coordinators/interventionists by providing one-on-one interventions with students in a safe, socially distanced environment. In addition we experienced a spike in our kindergarten enrollment. We attribute some of the cause being parents waiting a year to start kindergarten due to COVID. By adding an additional teacher we will be able to lower and balance our class sizes and better socially distance the students, creating a more safe and effective learning environment.

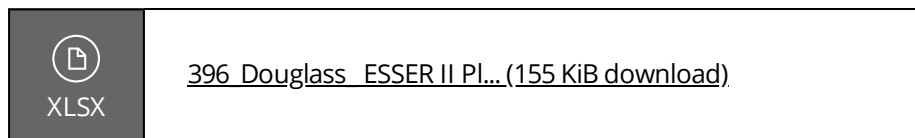
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

By implementing the proposed measures the Douglass School District will be able to quickly see the impact of the ESSER II expenditures due to the data we collect through our very successful MTSS program. We are using a common sense approach to not reinvent programs but rather just enhance what we know is already successful. The ESSER II funds will be a big boost to our efforts to correct the learning loss that some of our students have experienced. In addition, the proposed expenditures will enhance our learning systems by focusing on the overall learning of our students while taking pressure off of our classroom teachers, counselors and social worker. Reducing pressure off of certified staff will allow us better serve our students.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Robert D. Reynolds

Date | 04/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
396	Douglass Public Sch	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
396-1-001	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Currently, Federal (Title) Funds assist the district in providing MTSS support at the primary level in our elementary school. Due to the loss of instruction and pressure in learning environments, we are wanting to add 2 MTSS positions to our staff, one at the junior high and one at the high school. This will provide additional support for both students and staff to ensure the time lost due to COVID school closures does not affect the students' success in the future. The MTSS coordinators will manage student data and implement intervention strategies for students not performing at grade level.	\$ 131,725	\$ 131,725	\$ -	\$ -	\$ -	95	
396-1-002	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Our current MTSS coordinators at the elementary school have had an increase in students who are eligible for specialized instruction. Due to learning loss and size precautions to remain safe with small cohort groups, the district will be hiring three (3) MTSS paraeducators to assist the certified staff members in continuing to provide this support. This will also give the district the ability to expand the program to reach students who were not receiving services due to the inability to provide adequate staff for the number of students.	\$ 54,329	\$ 54,329	\$ -	\$ -	\$ -	95	

396-1-003	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Kindergarden roundup generated a high number of students coming into the 2021-22 school year. In response the distict is hiring a certified staff member to add an additional class to reduce the number of students/staff in each classroom, which increases the safety for students and staff as they are better able to socially-distance as a result of COVID-19.	\$ 65,862	\$ 65,862	\$ -	\$ -	\$ -	95	
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Kansas CommonApp (2020)

1601-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ZQeBrklZ

404_Riverton_ESSER II Plan_0504

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 404 Riverton

Applicant / Mailing Address

| PO Box 290
| Riverton KS 66770

Applicant / First and Last Name of Owner, CEO, or Executive Director | Todd Berry

Applicant / Email Address of Owner, CEO, or Executive Director | tberry@usd404.org

Applicant / Phone Number | 620-848-3386

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 | Riverton

District Number | 404

Mailing Address Street Address	P.O. Box 290
Mailing Address City	Riverton
Mailing Address Zip Code	66770
Authorized Representative of the District Name	Todd Berry
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	tberry@usd404.org
Authorized Representative of the District Phone Number	+16208483386
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	snowlin@usd404.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.

Elementary data indicates a significant impact on early readers as a reduced number of students scored at or above grade level goals even before the shutdown. This lack of performance may be attributed to absenteeism that occurred before the pandemic was declared. However, low SES students fare much worse as only 40% of students in this subgroup are at or above grade level. Losing the final nine weeks of school has proven particularly challenging to our youngest students.

At the middle school level, we have seen a significant increase in the percentage of students scoring below the 25th percentile on Aimsweb math benchmarking. We feel some of this may be attributed to restrictions on social distancing and the lack of being able to utilize hands-on manipulatives.

Factors that we believe demonstrate an impact on student social and emotional well-being can be found in an increased number of student visits to the counselor's offices, the need for added outside resources for families, and referrals to Spring River Mental Health for professional counseling services. Data from the Kansas Communities that Care Survey indicates that many of our students have more favorable attitudes toward negative risk factors such as anti-social behavior and drug use than their peers state-wide. Even before the shutdown, data from the survey indicated that many of our students already struggle with a low commitment to school. The shutdown has exasperated that challenge.

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 will be expended on the following items:

Before school supervision (extra duty compensation) to address social distancing and to supervise breakfasts consumed in the classroom;

Extra duty compensation for elementary teachers to supervise lunches consumed in the classroom in order to maintain social distancing in the cafeteria;

Classroom paraprofessional employed by the school district to provide in classroom supervision and assistance for a staff member who must work from home due to COVID-19 related health concerns;

Technology purchases.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

ESSER II Education funding will provide additional staff, technology, and the resources necessary to better provide safe, flexible, and quality learning opportunities for all students. Ongoing and future efforts that are intended to recover learning loss due to COVID-19 include but are not limited to extended learning opportunities, reduced class sizes, enhancement of MTSS and Title interventions, professional development, and instructional coaching.

Extended learning opportunities will take the form of summer school and after-school offerings that have been reduced due to a lack of funding. Reduced class sizes will be accomplished by adding and/or maintaining positions that otherwise may have been eliminated. Previous reductions in Title funding have resulted in reduced services in recent years. We will propose utilizing a portion of these resources to enhance and expand the services provided during the school day, especially in the area of mathematics. Further, we are considering options to expand current assessment strategies and resources to provide for better benchmarking and data collection PK-12 in order to best design academic interventions and address social and emotional well-being.

With respect to instructional technology, we will continue to provide teachers and students the hardware and software licensing tools necessary to pivot should short-term school closures or quarantines continue into the fall. While this is not anticipated, we feel these resources are of paramount importance to have in place should the unforeseen occur.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

As a district, we will monitor the academic progress of our students through the use of Renaissance STAR assessments, Dibels, Aimsweb, Fast Bridge, and locally developed assessments in order to target specific learning standards identified as having been significantly impacted by pandemic circumstances. Further, building leaders will implement an ongoing review of current and previous assessment / benchmarked results for comparison purposes and to potentially inform adjustments to instruction and MTSS interventions. With respect to social and emotional well-being, we will monitor data generated through Fast Bridge, the Kansas Communities that Care Survey, locally generated surveys, and feedback from building counselors, case managers, and the school-based therapist.

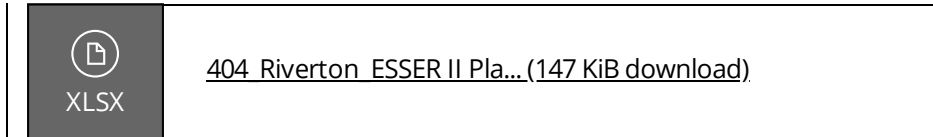
Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be

asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and

accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section

1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Todd Berry

Date | 05/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
404	Riverton	May 18, 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
404-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We will be providing a summer school program to address learning loss and prevent summer slide. 12 staff members at \$24/hr x 80 hours; 2 bus drivers at \$19.95 per hour plus benefits.	\$ 61,235	\$ 30,017	\$ 31,218	\$ -	\$ -	77 1000 110	
404-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After-school programming to address the needs of students who will benefit from extended learning opportunities. 12 staff at \$24/hr x 240 hours, 2 bus drivers at \$19.95/ hour plus benefits.	\$ 78,948	\$ -	\$ 78,948	\$ -	\$ -	77 1000 110	
404-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Maintain the employment of an elementary classroom teacher to maintain reduced class size and ensure our ability to continue meeting the needs of low income students and students with disabilities. Salary+benefits	\$ 122,331	\$ -	\$ 60,261	\$ 62,069	\$ -	77 1000 110	
404-1-004	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We will be hiring a half-day paraprofessional to work in our Title Math program to address student learning loss. 1 staff member at \$13/hour x 740 hours plus benefits.	\$ 21,222	\$ -	\$ 10,454	\$ 10,768	\$ -	77 1000 120	

404-1-005	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	We will be contracting services with Greenbush ERC to provide a specialist in literacy and instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	77 1000 300	Per narrative, Ongoing and future efforts that are intended to recover learning loss due to COVID-19 include but are not limited to extended learning opportunities, reduced class sizes, enhancement of MTSS and Title interventions, professional development, and instructional coaching.
404-1-006	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We will be purchasing a Fastbridge subscription from Illuminate Education. We will utilize this to collect data on students in both academics and social-emotional needs.	\$ 9,282	\$ -	\$ 4,550	\$ 4,732	\$ -	77 1000 650	
404-1-007	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We propose to purchase Zoom licensing for all teachers and administrators so that we have the ability to provide online instruction in the event of quarantine or short-term school closure.	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	77 1000 650	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

404-1-008	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	District wide summer institute for professional development for implementation of FastBridge, curriculum development, instructional technology, etc. Two days at \$24/hr x 62 teachers	\$ 23,800	\$ -	\$ 23,800	\$ -	\$ -	77 1000 110	Per narrative, Ongoing and future efforts that are intended to recover learning loss due to COVID-19 include but are not limited to extended learning opportunities, reduced class sizes, enhancement of MTSS and Title interventions, professional development, and instructional coaching.
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Kansas CommonApp (2020)

1557-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



IdJpWMyg

430_South Brown County_ESSER II Plan 0504

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | South Brown County, USD 430

Applicant / Mailing Address

| 522 Central Ave
| Horton, KS 66439

Applicant / First and Last Name of Owner, CEO, or Executive Director | Jason Cline

Applicant / Email Address of Owner, CEO, or Executive Director | clinej@usd430.org

Applicant / Phone Number | 785-486-2611

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | South Brown County

District Number | 430

Mailing Address Street Address	522 Central Ave
Mailing Address City	Horton
Mailing Address Zip Code	66439
Authorized Representative of the District Name	Melanie Schmitt
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	schmittm@usd430.org
Authorized Representative of the District Phone Number	+17854862611
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	clinej@usd430.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.

Prior to COVID-19 our benchmark assessments and attendance were moving in the upward direction. During COVID, many of our students were without adequate and reliable devices and internet access to provide an effective learning environment. Through Sparks funding and the LiNK grant we were able to purchase additional Chromebooks for those in need. Also, a local communications company, Rainbow Communications, was able to offer hot spots in the area communities. Even with all of the technology growth, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Attendance has been lower post pandemic. Attendance in each building has reduced by as much as 8%tile points. Another source of data that we use is SAEBRS, social, academic, emotional behavior risk screener. At our middle and high school level we have seen our SAEBRS, which is determined by teacher evaluations, reduce. On the other hand, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 430 has created and will implement a new summer school program, "Ride the Wave", for students in K-6 grades. Summer school will be held weekday mornings during the month of June. Each day, students will work with certified teachers with paraprofessional support on reading and math intervention or enrichment as well as social emotional learning. Each day will also include a fun camp activity for students to enjoy. Students will also receive breakfast and lunch while at the building. Transportation to and from school will be available. Elements of our current SEL program - Lions Quest will be used and supplemented with the Leader in Me principles. A school nurse will also be on duty during anytime students are on campus.

In order to address the need to socially distance our classrooms and to have the ability to move to an outdoor classroom environment when needed, we will be purchasing Interactive Clear Touch boards for our classrooms. This additional technology will allow greater movement within our district buildings and greenspace.

For our high school students, we will purchase an expanded Edgenuity plan for credit recovery. The Edgenuity schedule will be flexible for each student's needs, a tutor also will be available for assistance.

In addition to our summer school offerings, we are looking forward to Fall 2021. Our 5-12 band instruments will be deep cleaned, purchasing materials for our middle school Intro to Agriculture course, and training for our new Reading Intervention materials will be completed. We are also looking to add a few positions within the district to meet the needs of our staff and students. The first position will be an Instructional Coach - a position working with our staff. The others will be Student Interventionists - one for each of our district buildings.

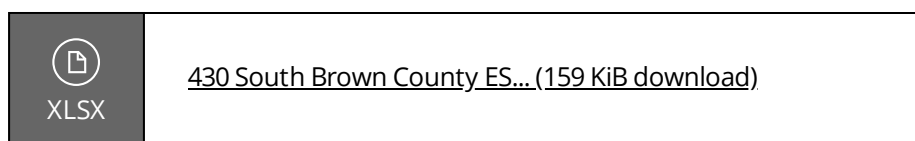
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 430 will use our benchmark data to determine the academic impact of the ESSER II funds. We currently use NWEA Map and DIBELS to determine our MTSS tiers for Reading and NWEA Map and Acadience to determine our MTSS tiers for Math. The impact of these funds will be seen through our tier support needs. We will also look at our attendance data and our SAEBRS data for Social Emotional needs. With the help of TASN, SEL interventions will be implemented in Fall 2021. Physically, we will be able to see outdoor and portable learning environments for our students in each of the buildings.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Melanie Schmitt

Date | 05/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
430	South Brown County	May 18, 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
430-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To cover additional salaries for 4 Certified Staff and 1 Director for the extended summer school learning programs	\$ 11,910	\$ 11,910	\$ -	\$ -	\$ -	81850	Per narrative, USD 430 has created and will implement a new summer school program, "Ride the Wave", for students in K-6 grades. Summer school will be held weekday mornings during the month of June. Each day, students will work with certified teachers with paraprofessional support on reading and math intervention or enrichment as well as social emotional learning. Each day will also include a fun camp activity for students to enjoy. Students will also receive breakfast and lunch while at the building. Transportation to and from school will be available. Elements of our current SEL program - Lions Quest will be used and supplemented with the Leader in Me principles. A school nurse will also be on duty during anytime students are on campus. Further, per narrative regarding learning loss, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Per narrative regarding SEL, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention.

430-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To cover additional salaries for 4 Non-Certified Staff for the extended summer school learning programs	\$ 5,860	\$ 5,860	\$ -	\$ -	\$ -	82100	Per narrative, USD 430 has created and will implement a new summer school program, "Ride the Wave", for students in K-6 grades. Summer school will be held weekday mornings during the month of June. Each day, students will work with certified teachers with paraprofessional support on reading and math intervention or enrichment as well as social emotional learning. Each day will also include a fun camp activity for students to enjoy. Students will also receive breakfast and lunch while at the building. Transportation to and from school will be available. Elements of our current SEL program - Lions Quest will be used and supplemented with the Leader in Me principles. A school nurse will also be on duty during anytime students are on campus. Further, per narrative regarding learning loss, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Per narrative regarding SEL, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention.
430-1-003	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Cover additional salaries to provide transportation associated to the summer extended learning.	\$ 1,200	\$ 1,200	\$ -	\$ -	\$ -	82125	Per narrative, USD 430 has created and will implement a new summer school program, "Ride the Wave", for students in K-6 grades. Summer school will be held weekday mornings during the month of June. Each day, students will work with certified teachers with paraprofessional support on reading and math intervention or enrichment as well as social emotional learning. Each day will also include a fun camp activity for students to enjoy. Students will also receive breakfast and lunch while at the building. Transportation to and from school will be available. Elements of our current SEL program - Lions Quest will be used and supplemented with the Leader in Me principles. A school nurse will also be on duty during anytime students are on campus. Further, per narrative regarding learning loss, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Per narrative regarding SEL, our elementary school increased by 7% with a greater amount of students identified as needing social emotional

430-1-004	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Cover additional salaries to provide a Nurse on site during summer school extended learning programs	\$ 2,495	\$ 2,495	\$ -	\$ -	\$ -	81875	Per narrative, USD 430 has created and will implement a new summer school program, "Ride the Wave", for students in K-6 grades. Summer school will be held weekday mornings during the month of June. Each day, students will work with certified teachers with paraprofessional support on reading and math intervention or enrichment as well as social emotional learning. Each day will also include a fun camp activity for students to enjoy. Students will also receive breakfast and lunch while at the building. Transportation to and from school will be available. Elements of our current SEL program - Lions Quest will be used and supplemented with the Leader in Me principles. A school nurse will also be on duty during anytime students are on campus. Further, per narrative regarding learning loss, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Per narrative regarding SEL, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention.
430-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring of a Instructional Academic Specialist to to provide teachers, para educators, and school leaders with regular access to an experienced instructional specialist. Doing so will help to improve the capacity of classroom teachers to effectively design, deliver, and evaluate instructional practices. Additionally, this position seeks to provide continuous professional development to teachers, para educators, and school leaders about critical areas of student learning including, but not limited to, literacy skills, reading comprehension, evaluation of growth and achievement, dyslexia, and communicating student growth and achievement trends with stakeholder groups.	\$ 21,490	\$ -	\$ 21,490	\$ -	\$ -	81850	Per narrative, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading.

430-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring of 3 Student Academic Interventionist, 1 per building. The Instructor creates a positive learning environment to facilitate the personal, social, and intellectual development of students. In order to respond to the individual needs and abilities of students, the Classroom instructor must work closely with other staff, and administration of the district.	\$ 53,880	\$ -	\$ 53,880	\$ -	\$ -	81850	Per narrative, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Also per narrative regarding SEL, Attendance has been lower post pandemic. Attendance in each building has reduced by as much as 8%tile points. Another source of data that we use is SAEBRS, social, academic, emotional behavior risk screener. At our middle and high school level we have seen our SAEBRS, which is determined by teacher evaluations, reduce. On the other hand, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention.
430-1-007	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To cover additional salaries to implement the High School Credit Recovery program for students	\$ 3,250	\$ 3,250	\$ -	\$ -	\$ -	82100	Per narrative, For our high school students, we will purchase an expanded Edgenuity plan for credit recovery. The Edgenuity schedule will be flexible for each student's needs, a tutor also will be available for assistance.
430-1-008	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Cover additional salaries of hiring an additional custodian for the 21-22 school year to help with all the additional cleaning and sanitizing of the buildings.	\$ 28,200	\$ 4,000	\$ 24,200	\$ -	\$ -	82115	
430-1-009	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Provide training for k-8 staff associated with the new Reading Intervention curriculum that was purchased to target students that may have fallen behind during the pandemic.	\$ 5,100	\$ -	\$ 5,100	\$ -	\$ -	82300	

430-1-010	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	To cover additional costs for supplies associated with the extended summer learning program	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	82000	
430-1-011	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 3,137	\$ 3,137	\$ -	\$ -	\$ -	26700	
430-1-012	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Purchase of supplies to enhance our high school FFA and 8th grade Ag Classes	\$ 360	\$ -	\$ 360	\$ -	\$ -	82000	Per applicant, This is for our CTE classes to promote and encourage hands-on activities for student achievement. Due to the loss of hands-on activities during the covid shutdown.
430-1-013	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for teachers that needed FFCRA	\$ 12,452	\$ 12,452	\$ -	\$ -	\$ -	12250	
430-1-014	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase online curriculum software (Edgenuity) to provide the high school credit recovery program and provide remote access to students learning opportunities	\$ 7,200	\$ -	\$ 7,200	\$ -	\$ -	82050	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.

430-1-015	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Energy	11A. Planning and implementing summer learning or enrichment programs	Cover additional costs/expenses for utility bills (Electricity) associated with summer extended learning.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	82200	Per applicant, Would like to change the amount requested to \$1000.00. This is our first year of a full summer program so we are estimating \$1000.00 to be above average of the regular bill.
430-1-016	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Utility Services	11A. Planning and implementing summer learning or enrichment programs	Cover additional costs/expenses for utility bills (water/sewer) associated with summer extended learning.	\$ 250	\$ 250	\$ -	\$ -	\$ -	82250	Per applicant, Would like to change the amount requested to \$250. This is an estimate of what will be above average as this will be our first year of a summer program.
430-1-017	Eligible	Direct Allocation	Student Transportation Services	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Cover additional expenses for fuel in transporting students associated with summer extended learning.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	82350	
430-1-018	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Repairs and Maintenance Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	This is to cover the additional costs of sanitizing and deep cleaning the districts band instruments to help protect the students and staff.	\$ 7,200	\$ -	\$ 7,200	\$ -	\$ -	82400	
430-1-019	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To cover additional salaries of hiring an additional nurse to have on site to help with all the extras during the pandemic for the 21-22 school year	\$ 8,680	\$ 800	\$ 7,880	\$ -	\$ -	81875	

430-1-020	Ineligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse to cover the costs for live streaming activities	\$ 369	\$ 369	\$ -	\$ -	\$ -	12400	Streaming extracurricular events is not an ESSER allowable use. Advised applicant would recommend ineligible, and applicant understood and requests the request remain.
430-1-021	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 1,208	\$ 1,208	\$ -	\$ -	\$ -	19750	
430-1-022	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 494	\$ 494	\$ -	\$ -	\$ -	51250	
430-1-023	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 1,724	\$ 1,724	\$ -	\$ -	\$ -	53350	
430-1-024	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 552	\$ 552	\$ -	\$ -	\$ -	74550	

430-1-025	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	All access virtual business-online software that will allow students to job shadow virtually and other online activities	\$ 2,800	\$ -	\$ 2,800	\$ -	\$ -	82050	Per applicant, This program is for a high school CTE class to allow students to job shadow without having to attend the facilities due to covid restrictions.
430-1-026	Eligible	Direct Allocation	Instruction	PROPERTY	5. Procedures and systems to improve LEA preparedness and response efforts	Purchase additional lunch tables to increase spacing	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	82150	
430-1-027	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Purchase updated math curriculum to address student learning loss - Purchase 6th-8th Science workbooks to accompany the science curriculum to address student learning loss - Purchase additional hands on learning curriculum in 4th grade science to help with student learning loss - Add an additional high school class (Indigenous People) to address the social and emotional needs in this area of need.	\$ 31,199	\$ -	\$ 31,199	\$ -	\$ -	82050	
430-1-028	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase 4 Cleartouch Interactive Boards to help with social distancing in the classrooms and to help reach online learners.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	82150	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

Kansas CommonApp (2020)

1576-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



GgpKNxpv

445_Coffeyville_ESSER II Plan 0504

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 | 445 Coffeyville

Applicant / Mailing Address

USD 445 Board of Education
615 Ellis
Coffeyville, KS 67337

Applicant / First and Last Name of Owner, CEO, or Executive Director | Michael Speer

Applicant / Email Address of Owner, CEO, or Executive Director | speerm@cvilleschools.com

Applicant / Phone Number | 6202526400

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) | 48-0698616


Applicant / Website Address (if applicable) | www.cvilleschools.com

Applicant / Mission Statement (if applicable)

Building on a culturally diverse community, USD 445 will prepare all students for life-long learning by providing resources for a comprehensive quality education in a safe environment that promotes high academic achievement and responsible citizenship in a global society.

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)

 PDF	IRS Form W-9 - USD 445 -... (1.8 MiB download)
--	--

Applicant / Board Member List (if applicable)

 PDF	Board Members Quick List.... (72 KiB download)
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Fiscal Agent / Name (if applicable)	Michael W. Speer
Fiscal Agent / Email (if applicable)	speerm@cilleschools.com

Application details

Full District Name	Unified School District No 445 Coffeyville
District Number	445
Mailing Address Street Address	615 Ellis
Mailing Address City	Coffeyville
Mailing Address Zip Code	67337
Authorized Representative of the District Name	Michael Speer
Authorized Representative of the District Position or Title	Business Manager
Authorized Representative of the District Email Address	speerm@cilleschools.com
Authorized Representative of the District Phone Number	+16202526400
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 impact of COVID-19 resulted in a decline in academic performance for PK-12th grade students. Panorama shows students failing at least one class, has increased an average of 15% from the 2019-2020 school year to the 2020-2021 school year. There is a slight decline in MAP Math for students 7-12. There has been a disproportionate impact on the ESOL population with an average of 60% failing at least one class. Special education students failing at least one class increased by 10%. Students eligible for free and reduced failing at least one class increased by 16%.

According to the KCTC, there has been an increase in depression by 19% from 2020-2021. Students reporting that they attempted suicide within the month of the survey administration has increased by 54% from 2020-2021. The Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) indicated that students in need of Tier 3 support (individualized and intense) increased 52% from 2020-2021 and students in need of Tier 2 support (individualized and intense) increased 10% from 2020-2021. Currently the district has 83 students in the Mental Health Intervention Program partnership with KSDE.

Due to students having to be remote, the district has had to purchase laptops for all students. This has doubled our one to one technology from approximately 900-2000. The increase of technology usage on campuses has caused an increased need in bandwidth to each classroom. Also, with some students not having access to internet access points were purchased for families to use during remote learning.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

To address the learning loss of students during the COVID-19 period, the district is implementing a new instructional model of Professional Learning Communities within all grade levels. These expenses will include paid staff training days as the PLC contractors. An instructional coach will be hired to breakdown student data and to work with instructors in developing strategies to target specific educational need of each student.

Funds will also be used to purchase upgraded network equipment due to the increased use of computers and live streaming both in the classroom and through connectivity with students at home. Internet connectivity options for students who do not have internet connection at home such as cellular hotspots will be purchased. Additional laptop computers will be purchased for use in the classrooms so students do not have to share computers to maintain social distance and will be used when students have to be at home.

Afterschool, summer, and intense targeted assistance programs will be implemented that will target students identified with educational deficiency needs.

To help curtail the spread of COVID-19 and to improve the air quality, replacement HVAC units will be purchased as the current units are approximately 20 years old. New units will have UV lighting to clean the air as it is circulated. In high traffic areas such as offices, smaller UV filtering systems will be purchased and installed. Cleaning supplies and chemicals designed to kill the coronavirus will continue to be purchased for the cleaning and sanitizing of the facilities. Basic supplies such as towels, sanitizer, chemical for ionizer sprayers for the cleaning of classrooms and high touch areas will be purchased. Various PPE supplies for students, staff and visitors will be purchased including appropriate signage for social distancing in line with local health requirements.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

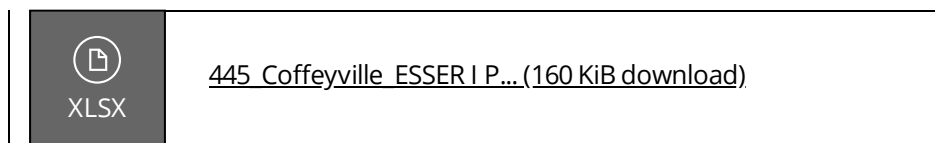
The district has implemented Panorama which will coordinate attendance, behavior, local assessment data, state standards, social-emotional criteria for each student. District staff will monitor each of these areas of students' growth. The Professional Learning Communities will then be able to determine what is the best course of action for the student to achieve set goals. The overall data will be used to monitor the district increased performance in all of these areas. In addition, monitoring of student grades and assignments will be done by classroom teachers if students have to be out of the classroom for a period of time.

Improved air quality and continued cleaning and sanitizing of the facilities will positively impact the attendance of students as they will be back in school every day.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Michael W. Speer

Date | 05/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
445	Coffeyville	May 18, 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
445-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1.0 FTE Instructional Coach will be hired to differentiate data from Panorama and other assessments to target specific learning loss students might have incurred during the COVID-19 pandemic. The instructional coach will work closely with teachers to provide the necessary data as well as instructional and best practices that may be used. 1.0 FTE x \$60,000/year x 2 yrs. = \$120,000	\$ 120,000	\$ -	\$ 60,000	\$ 60,000	\$ -	99100	
445-1-002	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	To address student learning loss, the district will be implementing Professional Learning Communities (PLCs) throughout the district. This is a 2-3-year program for full implementation with support. To start, teacher will participate in a 4 days intensive training over the summer in preparation for the upcoming school year. 110 FTE x \$275.80 (avg/day) x 4 days x 1 yr. = \$121,352	\$ 121,352	\$ -	\$ 121,352	\$ -	\$ -	99101	

445-1-003	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	To help with student learning loss, funds will be used to pay teaching staff to tutor students afterschool during the year. There will be 15 teachers selected to work with students during this time. 12 teachers x 1 hr./day x \$20/hr. x 150 days x 2 yrs. = \$72,000	\$ 72,000	\$ -	\$ 36,000	\$ 36,000	\$ -	99106	
445-1-004	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	During the summer months, individualized plans for students will be created to combat learning loss during the COVID-19 time. Teachers will work with individual students at different times during the day on areas where student's greatest need is identified. 20 days x 10 teachers x 3 hrs./day x \$30/hr. x 2 yrs. = \$36,000	\$ 36,000	\$ -	\$ 18,000	\$ 18,000	\$ -	99107	
445-1-005	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Teachers will be paired with a small group of students to work individually and as a group on specific areas of need to address specific learning loss that occurred during the pandemic. Teachers will make sure students are achieving the required standards for the subject material and that students have recovered from the learning loss. A stipend for this additional instruction time will be paid to each teacher in the district. 110 teachers x \$1,500/teacher x 2 yrs. = \$330,000	\$ 330,000	\$ -	\$ 110,000	\$ 220,000	\$ -	99108	

445-1-006	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Teacher assistants will be hired to work with students while the teacher in the classroom is engaged in intensive classroom instruction and will assist the teacher in working with students in the classroom. This will free up the teacher to work more exclusively with the students of greatest need from the learning loss during COVID. 4 TAs (2.4 FTE) x 1,197 hrs./yr. x 2 yrs. x \$12.90/hr. = \$123,530	\$ 123,530	\$ -	\$ 61,765	\$ 61,765	\$ -	99102	
445-1-007	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	With the hiring of new staff to help with the learning loss of students during COVID, standard benefits provided by the district will be offered that includes health insurance through the state of Kansas Employee Health Plan. Dependent Plan: 3 employees x \$17,004/yr. x 2 yrs. = \$102,024 Single Plan: 2 employees x \$9,709/yr. x 2 yrs. = \$38,836	\$ 140,860	\$ -	\$ 70,430	\$ 70,430	\$ -	99200	
445-1-008	Eligible	Direct Allocation	Instruction	Life Insurance	12. Addressing learning loss among students, including vulnerable populations	With the hiring of new staff to help with the learning loss of students during COVID, standard benefits provided by the district will be offered including a \$25,000 life insurance policy through Standard Insurance Co. 5 employees x \$60/yr. x 2 yrs. = \$600	\$ 600	\$ -	\$ 300	\$ 300	\$ -	99201	

445-1-009	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA expense for all instructional salaries calculated at 7.65%	\$ 61,419	\$ -	\$ 31,144	\$ 30,275	\$ -	99220	
445-1-010	Eligible	Direct Allocation	Instruction	Professional-Education Services	12. Addressing learning loss among students, including vulnerable populations	Online instruction program (not yet determined) such as "Study Island" will be purchased to enhance instructional opportunities for specific students at various levels of determined need. \$2,000/yr. x 2 yrs. = \$4,000	\$ 4,000	\$ -	\$ 2,000	\$ 2,000	\$ -	99300	
445-1-011	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	To affect change and address the learning loss, the district will implement Professional Learning Communities (PLC) throughout the district. This contracted services with "The Learning Tree" for PLC professional development will be a two-year process and will involve all teachers and principals in the buildings. \$70,000/yr. x 2 yrs. = \$140,000 (estimated)	\$ 140,000	\$ 24,000	\$ 116,000	\$ -	\$ -	99301	
445-1-012	Eligible	Direct Allocation	Instruction	Technology-Related Repairs and Maintenance	5. Procedures and systems to improve LEA preparedness and response efforts	Due to the increased traffic and use of streaming and student connectivity in the classroom due to COVID protocols, additional fiber must be pulled to the buildings and new ends put on. This will also require some additional consulting with network experts such as Concergent out of Wichita, KS. Installation of new fiber and consultant work, \$13,000.	\$ 13,000	\$ 8,000	\$ 5,000	\$ -	\$ -	99400	

445-1-013	Eligible	Direct Allocation	Instruction	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	Travel expenses for staff to visit other professional learning community districts to better address the student learning loss due to COVID and to better implement the PLC program within our schools. Hotel: 25 staff x \$150/night = \$3,750, Per Diem: 25 staff x \$45 = \$1,125, Total: \$4,875	\$ 4,875	\$ -	\$ 4,875	\$ -	\$ -	99500	
445-1-014	Eligible	Direct Allocation	Instruction	Communications	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	For students who do not have connectivity at home, cellular hotspots will be obtained and checked out. This will allow for students to be able to connect from home and work on not only classroom assignments but also those enrichment opportunities to help make us for any learning loss. \$30/mth. x 12 mths x 50 students x 2 yrs. = \$36,000	\$ 36,000	\$ -	\$ 18,000	\$ 18,000	\$ -	99501	
445-1-015	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Summer program classroom supplies for working with students in the classroom for enrichment activities associated with the learning loss during the pandemic. 10 classes x \$100/class x 2 yrs. = \$2,000	\$ 2,000	\$ -	\$ 1,000	\$ 1,000	\$ -	99600	
445-1-016	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11B. Planning and implementing supplemental after-school programs	Afterschool program supplies for working with students in the classroom for enrichment activities associated with the learning loss during the pandemic. 12 classes x \$50/class x 2 yrs. = \$1,200	\$ 1,200	\$ -	\$ 600	\$ 600	\$ -	99601	

445-1-017	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Classroom supplies for working with students in the classroom targets specifically towards enrichment activities dealing with the learning loss during the pandemic. Based on the number of students and teachers, Elementary School: \$1,500, Middle School: \$500, High School \$1,000	\$ 3,000	\$ -	\$ 1,500	\$ 1,500	\$ -	99602	
445-1-018	Eligible	Direct Allocation	Instruction	Textbooks	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Online textbook subscriptions will be purchased for students who have to be remote or for additional textbook support to students while they study at home to work on areas where learning loss has occurred due to the pandemic. This will be done on an individual student need basis and not a blanket grade level purchase. \$1,200/grade level x 12 grade levels = \$14,400	\$ 14,400	\$ -	\$ 7,200	\$ 7,200	\$ -	99604	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.

445-1-019	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (Including Software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	With the increased use in technology and to further prevent the spread of COVID, LCD TVs will be placed in all classrooms so that students will be able to stream their laptops to the monitors so the entire class will be able to see. This will allow for students to share work while social-distancing within the classroom. Student who are remote will be able to be involved in the classroom and seen by the whole class as the teacher will be able to stream their live video to the entire class. Addition, 150 Dell Latitude 2-in-1 laptops will be purchased for student use. These computers will be used in the elementary building at the 2nd grade level so students do not have to share computers with other students, thus helping to prevent the spread of COVID. TVs: 125 classroom areas x \$799 ea. = \$99,875 Computers: 150 computers x \$482 ea. = \$72,300	\$ 172,175	\$ -	\$ 172,175	\$ -	\$ -	99170	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.
445-1-020	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	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	School network functions will need to be updated and improved due to the increased connectivity and media usage by students and staff. The increased connectivity and video/streaming usage in the classrooms due to the COVID pandemic has overwhelmed the district network. The new wireless controllers will negotiate the wireless network allowing for 10GB connection to the buildings and classrooms. 2 wireless network controllers and licensing for 2,000 users = \$50,000	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	99171	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.

445-1-021	Eligible	Direct Allocation	Instruction	Furniture and Fixtures	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	To help with the cleaning of furniture and to reduce the spread of COVID on high touch areas in the classrooms, two grade levels will have the cloth chairs replaced with hard plastic chairs to make it easier to spray and clean each night. The district only has two grade levels where cloth chairs are used. This will aid in implementing health protocols in operating the school. 150 chairs/grade level x 2 grade levels x \$212.13/chair = \$63,637	\$ 63,637	\$ -	\$ 63,637	\$ -	\$ -	99172	
445-1-022	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Additional days will be added to the school counselors' contract to allow them to coordinate efforts and mental health services for students who are experiencing high levels of anxiety and stress due to the COVID-19 pandemic and the return to school. These efforts will continue for 2 years during the summer months. 5 counselors x 5 days x \$285/day average salary x 2 yrs. = \$14,250	\$ 14,250	\$ -	\$ 7,125	\$ 7,125	\$ -	99103	
445-1-023	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	10. Providing mental health services and supports	Additional days will be added to the clinical counselors' contract to allow them to coordinate efforts and mental health services for students who are experiencing high levels of anxiety and stress due to the COVID-19 pandemic and the return to school. These efforts will continue for 2 years during the summer months. 3 counselors x 5 days x \$269/day average salary x 2 yrs. = \$8,070	\$ 8,070	\$ -	\$ 4,035	\$ 4,035	\$ -	99105	

445-1-024	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	FICA expense for all support staff salaries calculated at 7.65%	\$ 1,706	\$ -	\$ 854	\$ 852	\$ -	99221	
445-1-025	Eligible	Direct Allocation	Support Services (Students)	Student Services	10. Providing mental health services and supports	Online student support program will be purchased that will have self-assessments for student social-emotional and mental health wellbeing. This will be targeted to those students who have a need and not tailored to the entire student population. \$2,000/yr. x 2 yrs. = \$4,000	\$ 4,000	\$ -	\$ 2,000	\$ 2,000	\$ -	99320	
445-1-026	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Purchasing PPE materials for 2,200 students, staff and school visitors including masks, gloves, etc. to reduce the spread of COVID. \$9,000/yr. x 2 yrs. = \$18,000	\$ 18,000	\$ 2,000	\$ 8,000	\$ 8,000	\$ -	99620	
445-1-027	Eligible	Direct Allocation	Educational Media Services	Books and Periodicals	12. Addressing learning loss among students, including vulnerable populations	Additional books and periodicals will be purchased to help facilitate student reading specifically for use by students with learning loss so parents will have materials at home to help student practice reading. These will be purchased for use at the elementary building only. \$750/yr. x 2 yrs. = \$1,500	\$ 1,500	\$ -	\$ 750	\$ 750	\$ -	99621	

445-1-028	Eligible	Direct Allocation	Support Services (School Administration)	Part-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Principals and Assistant Principals will all be present at the Professional Learning Communities training for four days in the summer. The training will provide the necessary skills and information to the principals to help teachers address individual student needs within their schools. Principals are already under contract, but the Assistant Principals will have 4 days that is not part of their contract and will be paid their daily rate similar to the teachers. 5 Assistant Principals x \$352 average daily rate x 4 days x 1 yr. = \$7,040	\$ 7,040	\$ -	\$ 7,040	\$ -	\$ -	99104	
445-1-029	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	FICA expense for all administrative salaries calculated at 7.65%	\$ 538	\$ -	\$ 538	\$ -	\$ -	99222	
445-1-030	Eligible	Direct Allocation	Safety	General Supplies and Materials	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Purchase of UV bulbs, to be placed in HVAC units, and test strips to help prevent the spread of COVID within the school buildings increasing the air quality. Est. \$3,500/yr. bulb and test replacement x 2 yrs. = \$7,000	\$ 7,000	\$ -	\$ 3,500	\$ 3,500	\$ -	99630	

445-1-031	Eligible	Direct Allocation	Safety	Cleaning Supplies and Chemicals	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Cleaning supplies used throughout the district in the increased efforts to clean and sanitize the district facilities to make them ready for student, staff and community. Cleaning supplies include items that have been implemented due to the COVID-19 pandemic. Items such as paper towels for each classroom, wipes, etc. to implement local health protocols in cleaning the facilities. Est. \$14,500/yr. x 2 yrs. = \$29,000	\$ 29,000	\$ 3,000	\$ 14,000	\$ 12,000	\$ -	99631	
445-1-032	Eligible	Direct Allocation	Safety	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Chemicals and usable supplies used to clean the district that are due to the COVID-19 pandemic. These cleaning chemicals and supplies have been implemented in response to the pandemic and include items such as Gen-a-Fect spray cleaner/sanitizer, spray bottles for the classrooms, face shields, N95 masks, hand sanitizing chemicals, vital oxide to spray the classrooms and traffic areas to sanitize and prevent the spread of COVID. Est. \$15,000/yr. x 2 yrs. = \$30,000	\$ 30,000	\$ 4,000	\$ 15,000	\$ 11,000	\$ -	99632	

445-1-033	Eligible	Direct Allocation	Safety	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Equipment used to sanitize and clean the facilities to help prevent the spread of COVID. Sprayers/ionizers are used to spray vital oxide and other chemicals in the classrooms, offices, and gymnasiums after each day. Backpack sprayers are used for bleachers and playground equipment to be sanitized after use. Victory Ionizers: 10 Victory Ionizers x \$900 ea. = \$9,000 Backpack sprayers: 3 sprayers x \$500 ea. = \$1,500 Backpack sprayers: 3 sprayers x \$500 ea. = \$1,500	\$ 10,500	\$ -	\$ 5,250	\$ 5,250	\$ -	99670	
445-1-034	Eligible	Direct Allocation	Building Improvements	Construction Services (Outside Contractors)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Currently the elementary building as 6 classrooms that were originally designed as "team-teaching" rooms. These rooms have everything separate already, HVAC, electricity, kitchenette, ceiling light controls, etc, except that there is no wall where there should be to divide the room. To help in the prevent the spread of the coronavirus and separation of the student groups we would like to put in a wall that would separate the one "team-teaching" rooms into two individual classrooms. The only thing that is needed is the wall with a little bit of electrical installed in it and possible repair of the ceiling tile where the new wall is placed. Everything else is already separated for the classrooms. By separating the classrooms, it will help to maintain the student cohort in a more confined classroom to help prevent COVID spread. Est. 6 rooms x \$7,000/room = \$42,000	\$ 42,000	\$ -	\$ 42,000	\$ -	\$ -	99440	

445-1-035	Eligible	Direct Allocation	Building Improvements	Heating and Cooling System	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	<p>The high school and middle school are each almost 100 years old and as such the design of the building allows for only one HVAC unit to server approximately 12 classrooms. There is a total of 10 units on the high school and middle school. The district has completely replaced two of the units already and has rebuilt two other units with existing funds and have installed UV Light units to clean the air as it is returned. The proposed used of funds would be to replace the remaining units and install UV Light cleaning units in them. The units are older and have diminished air capacity at this time. With these current units serving multiple classrooms, the possible spread of COVID is increased which is why they need replaced.</p> <p>6 units x \$124,000 each for cost and installation = \$620,000</p>	\$ 620,000	\$ -	\$ 620,000	\$ -	\$ -	99470	
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Kansas CommonApp (2020)

1598-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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458_Basehor-Linwood_ESSER II Plan_0503

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 458

Applicant / Mailing Address

| 2008 N 155th Street
| Basehor, KS 66007

Applicant / First and Last Name of Owner, CEO, or Executive Director | David Howard

Applicant / Email Address of Owner, CEO, or Executive Director | dhoward@usd458.org

Applicant / Phone Number | 913-724-1396

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 | Basehor-Linwood

District Number		458
Mailing Address Street Address		2008 N 155th Street
Mailing Address City		Basehor
Mailing Address Zip Code		66007
Authorized Representative of the District Name		Pam Chenoweth
Authorized Representative of the District Position or Title		Board Clerk
Authorized Representative of the District Email Address		pchenoweth@usd458.org
Authorized Representative of the District Phone Number		+19136627025
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.

During the course of the pandemic our students, staff, parents, and community have been deeply impacted. With many of our students living in rural areas, connectivity has been a continuing concern. We have limited connectivity for some students while trying to provide technology and assistive devices for them. With remote, hybrid, and on-site learning we had a myriad of opportunities available for our students to help make up for learning loss due to the pandemic. Student academic scores have decreased in our nationally normed screener, MAP. We have also seen social emotional concerns through our panorama survey. This year we served 2575 in our hybrid, remote, and onsite environment. An additional 373 students in our virtual school also received additional support this year. We have seen deeper impacts on our special populations with staff changes required to meet the needs due to the requirements of the pandemic safety concerns. The costs due to the changes to meet the needs of students and staff have increased with cleaning, staffing and additional resources. The pandemic has made a major impact on our budget, learning, and social-emotional health across the 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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

One of our 1st steps to combat the learning loss is the development of our summer school programs. Each building has done a data-dive to determine which students are in need of enrichment due to the learning loss. Working together, our teams collaborated to develop their summer school platform. The funds will be used to pay for our staffing needs, resources, and supplies to meet the needs of this platform to decrease learning loss across the district at the K-12 level. This is a new program for us that has been specifically designed for learning loss due to COVID-19.

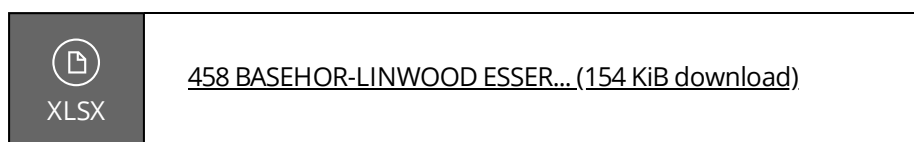
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

To determine the impact of our ESSER II funds, our district plans to continue to monitor students' academic growth along with social emotional growth. Our team will utilize our universal screeners, MAP, item assessments and panorama. Gathering this data our teachers, administrators and support staff will collaborate to continually analyze the impacts of our programming to determine additional resources for student growth. Through this data-driven approach our team will continuously analyze our data to determine what is being effective from our ESSER II funded programs and what additional programs are needed to get our students back on track from the effects of the pandemic.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.

- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
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(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

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A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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A State or a subgrantee shall directly administer or supervise the administration of each project.

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(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

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[72 FR 3703, Jan. 25, 2007]

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- The amount of funds under the grant or subgrant;
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- 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]

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§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

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§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Pam F Chenoweth

Date | 05/06/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
458	Basehor-Linwood	May 18, 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
458-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher salaries for Summer School services to address learning loss during pandemic	\$ 53,000	\$ 53,000	\$ -	\$ -	\$ -	12518	Provide more information on the expected number of staff and students to benefit from this expenditure. Provide information on the duration of the summer program.; Applicant responded via email: 180 students have been identified and invited to participate in summer school due to the loss of learning sustained from COVID 19. 18 elementary teachers, 6 secondary teachers, one elementary administrator, one secondary administrator and one nurse will be staffed. Dates to include the following: Tuesday, Wednesday and Thursday from June 8 - July 1st (12 days) from 9 am - 1:30 pm.
458-1-002	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Teacher Salaries	\$ 4,055	\$ 4,055	\$ -	\$ -	\$ -	12618	
458-1-003	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative Salaries for Summer School Services	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	12718	
458-1-004	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Administrative Salaries	\$ 306	\$ 306	\$ -	\$ -	\$ -	12818	

458-1-005	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing Services or Summer School Program	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	12918	
458-1-006	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Nursing Services	\$ 115	\$ 115	\$ -	\$ -	\$ -	13018	
458-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional Supplies for Summer School Program	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	13118	
458-1-008	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Student Transportation for Summer School program	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	13218	
458-1-009	Eligible	Direct Allocation	Operation of Non-Instruction Services	Food Service Management	11A. Planning and implementing summer learning or enrichment programs	Food Service cost for Summer School Program	\$ 16,500	\$ 16,500	\$ -	\$ -	\$ -	13318	

Kansas CommonApp (2020)

1027-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



BmrzYmwd

465_Winfield_ESSER II Plan_0415

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Winfield Schools

Applicant / Mailing Address

| 1407 Wheat Rd.
| Winfield, KS 67156

Applicant / First and Last Name of Owner, CEO, or Executive Director | Nathan Reed

Applicant / Email Address of Owner, CEO, or Executive Director | nathan_reed@usd465.com

Applicant / Phone Number | 6202215100

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) | Tom Fell

Fiscal Agent / Email (if applicable) | tom_fell@usd45.com

Fiscal Agent / Mailing Address (if applicable)

| 1407 Wheat Rd
| Winfield, KS 67156

Application details

Full District Name	Winfield Schools
District Number	465
Mailing Address Street Address	1407 Wheat Rd.
Mailing Address City	Winfield
Mailing Address Zip Code	67156
Authorized Representative of the District Name	Nathan Reed
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	nathan_reed@usd465.com
Authorized Representative of the District Phone Number	+16202215100
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	tom_fell@usd465.com
Other District Representative 2 Email Address	mark_littell@usd465.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 465 has significant challenges since the start of the pandemic. In comparison to the 2019-2020 school year, headcount dropped 155 students from the near 2200 students of 2019-2020. Of those students, 86 of them were PreK aged. We consistently had 10-15% of students enrolled with remote learning K-12. While this was utilized by many in a positive manner, there were over 20 students that have not connected with the school since March 2020. The district made valiant efforts to communicate and connect with these students and families. These students are considered to be at-risk if and when they return to school. Our attendance rate did drop, we have yet to get the comprehensive impact at this time. Looking at the bright side, our Fastbridge data has shown no severe declines in any student population in Reading and Math. However, there are still areas to address, we have great need in K-5 reading curriculum and interventions. We also have students that have pronounced mental health needs that have been exacerbated by the pandemic. We do not find a significant alteration to a specific special population as each challenge has developed in each subgroup we have in the district. Overall, the impact of COVID 19 and the challenges can and will be overcome with the support of a great staff and the strong community of Winfield. The ESSER funds will provide the resources to have positive and lasting interventions for students and families.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Our plan is to spend the remaining funds from ESSER I to address academic loss and social-emotional supports for students of the district. Currently, we have 65% left in ESSER I. The priorities were to focus on supporting the Senior class in an effort to get them all to graduation, after-school programming for at-risk learners K-12, and a summer school camp designed for PreK-5 and credit recovery for grades 6-12. This includes students with Special Education needs.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Much of our plan for ESSER II is tied to additional support staff for students, families and teachers. We plan to add more counselors/social workers to reduce the ratio of staff to students/families in an effort to meet the social emotional impact of the pandemic school year. Additionally, we plan to expand our nursing services through a nursing aide and substitute nurse for the district to meet the health needs of students and staff. Also, it is in the plan to add family engagement specialists to buildings where counselors or social workers may not be added due to shortage across the state. These specialists will be the communicators between school and families to re-establish trust and lines of communication in addressing students at-risk academically and social/emotionally. All of these additional staffing positions will be temporary and thus posted as such. Academically, we plan to add Instructional Coaches to the buildings that do not have them in order to share learning strategies that will directly impact student achievement for future years, supported by ESSER funding. It is in our plan to add curriculum and assessment tools that gives our teachers the resources to properly diagnose and address shortcomings in academics and SEL. The professional development that comes with adding these resources is also included in our plan. We will need additional support from transportation and food service to address at-risk students in afterschool and summer school programming. The secondary priority for ESSER II is to alter the learning environment through air purification/HVAC changes; ventilation monitoring; sanitation supplies; and adding a small vehicle to continue social distancing and ease the reliance of bus drivers requiring a CDL.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will monitor our academic follow-through with assessments from Fastbridge, NWEA Map, attendance data, and surveys from parents and staff. SEL will be subject to reports from SAEBRS, Communities that Care surveying, as well as parents, students, and staff surveys. Upon reviewing this data systematically, we will alter our plan and allocations to meet the needs that surface.

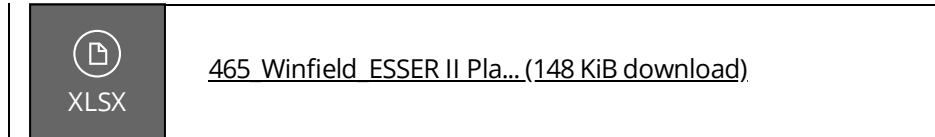
Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be

asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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[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;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

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§200.413 Direct costs.

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§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section

1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Nathan Reed

Date | 04/27/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
465	Winfield	May 18, 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
465-1-001	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	adding temporary intervention specialists at each building (7), nurse substitute, and family engagement advisors, classroom aids (7)	\$ 750,000	\$ 500,000	\$ 250,000	\$ -	\$ -	32-2200-110-00	
465-1-002	Eligible	Direct Allocation	Support Services (Instructional Staff)	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	improve curriculum, interventions, and assessments for reading and math	\$ 362,000	\$ 300,000	\$ 62,000	\$ -	\$ -	32-2200-600-00	Provide additional information regarding how the curriculum needs ties to COVID-19; Applicant responded via email: When the district elementary administration and teaching staff observed decreases in student achievement from COVID in-person and remote learning, they explored their data in depth. We found that our current elementary curriculum was not meeting the needs of our students, especially those who were not in the classroom on a daily basis. With COVID 19 changing our instruction as well as how students learn, we found we need to make significant changes to catch our students up to master the Standards at their grade level.

465-1-003	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	design and support for summer school programming	\$ 170,000	\$ -	\$ 170,000	\$ -	\$ -	32-1010-110-02	Provide additional information regarding the number of staff and students that will benefit from this expenditure; Applicant responded via email: We anticipate 30-40% of our student population (at-risk) 800+ take advantage of the programming. There will be an estimate of 70-90 staff members gaining extra hours through the summer program. The program will run Monday through Thursday from 8 am to noon starting June 21 through July 15. There will be social/emotional components as well as academic.
465-1-004	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	designing and support afterschool programming for at-risk students	\$ 10,075	\$ -	\$ 10,075	\$ -	\$ -	32-1010-110-01	Provide additional information regarding the number of staff and students that will benefit from this expenditure; Applicant responded via email: After-school/tutoring programming will be based upon number of at-risk students observed by school staff. We anticipate 25-33% take advantage of the opportunity. This equates to 525-700 students PreK-12. staffing will be based on need and enrollment of the program. Keeping groups under 10 students as the goal, we will need 50-70 staff members if our numbers of estimate hold.

465-1-005	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	10. Providing mental health services and supports	staff will be added to support learners and families these positions will be temporary and based upon ESSER funding availability and includes counselors/social workers	\$ 280,000	\$ 140,000	\$ 140,000	\$ -	\$ -	32-2200-110-00	Provide additional information regarding program; Applicant responded via email: Social Workers/Counselors/Family Engagement Specialists will be hired to support and expand to meet students and families' needs around mental health and social-emotional areas of concern brought by COVID 19. Re-buidling trust and communication while connected families/students to resources available within the district and community. (this will be new 3-4 positions to the district)
465-1-006	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	2. Coordination of COVID-19 preparedness and response efforts	to add support and resources for staff that coordinate vaccniations and COVID testing; nurse aid	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	32-2200-300-00	
465-1-007	Eligible	Direct Allocation	Support Services (Instructional Staff)	Staff Travel	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	adding professional development for staff of new curriculum and assessments	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	32-2200-581-00	Provide additional information regarding how the professional development relates to COVID-19; Applicant responded via email: Professional Development will be needed to address new curriculum and intervention supports that address learning loss from the COVID impacted school years. Additionally, we will be focusing on social-emotional supports through a trauma-informed program, that will require additional training for staff that will be ongoing, likely through a three-year process.

465-1-008	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	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	adding air purification/HVAC upgrades; ventilation monitoring	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	32-2600-730-00	
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Kansas CommonApp (2020)

1540-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



NXlxdxN

470_Arkansas City Public Schools_ESSER II Plan_0429

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Will Pfannenstiel

Applicant / Mailing Address

| 2545 Greenway Rd.
Arkansas City, KS 67005

Applicant / First and Last Name of Owner, CEO, or Executive Director | William R Pfannenstiel

Applicant / Email Address of Owner, CEO, or Executive Director | will.pfannenstiel@usd470.com

Applicant / Phone Number | 6204412000

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) | 486005443

Applicant / Website Address (if applicable) | usd470.com

Application details

Full District Name		Arkansas City Public Schools
District Number		470
Mailing Address Street Address		2545 Greenway
Mailing Address City		Arkansas City
Mailing Address Zip Code		67005
Authorized Representative of the District Name		Will Pfannenstiel
Authorized Representative of the District Position or Title		Director of Business and Operations
Authorized Representative of the District Email Address		will.pfannenstiel@usd470.com
Authorized Representative of the District Phone Number		+16204412000
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		jeri.crumbliss@usd470.com
Other District Representative 2 Email Address		sue.mcgowan@usd470.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 470 Arkansas City Public Schools is located in Cowley County and has a current enrollment of 2777 PreK-12th grade students of which 57% qualify for free or reduced meal prices. From September 9, 2020 - April 23, 2021, USD 470 students attended school n a remote learning format, a hybrid learning format, and onsite. During these periods of remote and hybrid learning, USD 470 students and teachers used distance learning as effectively as possible and improved throughout the process but, as data has indicated, can not replace onsite, in-person learning. The long duration of remote and hybrid learning has created learning loss for all students, in particular, those with disabilities, English Language Learners, foster care students, and students of poverty. USD 470 also recognizes a major impact on the social and emotional health of both our students and many of our staff members. USD 470 plans to increase instructional time to address this learning loss and social-emotional health by providing extended learning through both summer school, increasing personnel, making changes to the curriculum, incorporating new and renewed software packages, and providing increased professional development. USD 470 will take strides to increase social distancing, and continue to maintain a high level of sanitation and personal protective equipment.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The COVID 19 pandemic has created a need in USD 470 to extend the learning opportunities for our students and put into place improved curricula that is better suited for multiple modes of learning and instruction and addresses the social and emotional needs of students. The following are our areas of focus to address and make up for lost learning opportunities.

Summer Learning - We are requesting funds to provide new opportunities for the students of our district that are focused on learning recovery. These funds would cover the total expense of summer school including resources, fees, utilities, and salaries for summer school teachers, counselors, teacher aides (SAs), administrators, bus drivers, and secretaries.

Curriculum and Personnel - This districtwide implementation of curriculum and professional development will require funds that are not available in the course of a normal budget cycle. In addition to curriculum focuses on math, reading, and social-emotional health, the district wishes to add additional teaching and administrative personnel for the 2021-22 school year to increase social distancing and more effectively meet the needs of students by providing additional one on one and small group instruction as well as support for the social and emotional needs of students. These funds will include literacy support services for professional development.

Communication - Communication with student families and the community is an area where USD 470 can make a vast improvement. During the pandemic, it became evident that communications, especially in the area of ESL homes, was a challenge. We are therefore requesting funds for an app called Talking Points that will allow for more effective translation in communications.

USD 470 wants to extend a thank you for your time and efforts in reviewing this application and assisting us in funding our plan to make a difference in the lives of students.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will use both formal and informal assessment data to steer students toward extended learning opportunities such as summer school and areas where PD is needed. These extended learning activities will range from a summer school enrichment model, to camps, band classes, and credit recovery. For communications, the district is basing the need for a new communicative app for use in communicating with families and the community.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



[ESSERII-USD 470 Applicati... \(150 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

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- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
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- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread 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.
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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.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Will Pfannenstiel

Date | 04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
470	Arkansas City	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
470-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	We plan to add 6 teaching staff in order to reduce class sizes for COVID-related safety particularly in times when teacher absences are impacting students in the classroom. This increase would be spread across the district, adding one staff member per attendance center. Teachers would focus on literacy and math supports in order to provide additional individual and small group instruction.	\$ 292,200	\$ -	\$ 292,200	\$ -	\$ -	003-13690	Clarification: Fiscal year budget; Applicant responded via email: Applicant requested expenditure move to FY 22
470-1-002	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	These funds will cover the social security portion of the 6 additional staff members needed to increase social distancing and provide increased individual and small group instruction for literacy and math supports.	\$ 22,950	\$ -	\$ 22,950	\$ -	\$ -	003-13870	Clarification: Fiscal year budget; Applicant responded via email: Applicant requested expenditure move to FY 22

470-1-003	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	USD 470 plans to hire 1.5 additional assistant principals for the elementary (1) and middle school (.5) levels to increase social distancing and better address student academic, physical, and mental health needs. These positions are necessary due to the increased logistical requirements as well as an anticipated increase in enrollment and a need to more rapidly respond to emotional trauma resulting from the COVID 19 pandemic.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	003-14530	Clarification: Fiscal year budget; Applicant responded via email: Applicant requested expenditure move to FY 22; Applicant responded via email (5/13/21): The addition of 1.5 assistance principals will focus on learning recovery due to losses suffered due to the pandemic. Coverage of extended learning opportunities provided to students both during the summer and during the school year; providing professional development of teacher, supervising students and maintaining a positive learning environment; USD 470 Communities that Care survey results shows a substantial need for increased supports to curb depression and suicidal ideation.
470-1-004	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	These funds will cover the social security portion of the 1.5 additional assistant principals needed to increase social distancing and provide logistical and reponse to emotional trauma.	\$ 5,523	\$ -	\$ 5,523	\$ -	\$ -	003-14650	Clarification: Fiscal year budget; Applicant responded via email: Applicant requested expenditure move to FY 22
470-1-005	Eligible	Direct Allocation	Support Services (School Administration)	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	These funds will cover the health insurance portion of the additional positions.	\$ 6,570	\$ -	\$ 6,570	\$ -	\$ -	003-14620	Clarification: Fiscal year budget; Applicant responded via email: Applicant requested expenditure move to FY 22

470-1-006	Eligible	Direct Allocation	Instruction	General Supplies and Materials	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	USD 470 plans to implement equity and inclusion initiatives in the district. The addition of the Talking Points app and other communication tools allow for the district, buildings, and teachers to communicate more effectively with non-English speaking parents and community members. Family engagement and support activities are being planned to assist families as well. Communication with specific subgroups was a challenge during remote and hybrid learning. The Talking Points app will further assist the district in providing social and emotional support to all.	\$ 21,000	\$ 21,000	\$ -	\$ -	\$ -	003-13960	Please provide information on the connect to COVID-19; Applicant responded via email: The Talking Points app is focused on strengthening the connection between teachers and families, especially low-income, non-English speaking households. Due to COVID 19, the district quickly learned that connectivity and communications within these households was a barrier to recapturing COVID caused lost/incomplete learning that presented a challenge to overcome. We know that distance learning cannot work without strong teacher-family communication strategies to overcome language barriers. Through CARES-SPARK the district was successful in greatly increasing our connectivity, leaving a focus on communication. Our district plan has a focus on strengthening these communicative areas for future distance learning scenarios, such as additional remote and hybrid learning brought on by possible new variants of COVID 19 or other instances that would require a move toward other learning models. 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.
470-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	We plan to purchase a core curriculum resource for structured literacy and social-emotional learning. The resources currently in use are not sufficient to adaptively assess and address individual student intervention programs.	\$ 150,606	\$ 150,606	\$ -	\$ -	\$ -	003-13960	

470-1-008	Eligible	Direct Allocation	Instruction	General Supplies and Materials	10. Providing mental health services and supports	The social-emotional needs of students are in need of a systematic approach throughout the district. We are planning to purchase and implement a SEL curriculum to address student needs. This will involve the professional development of staff and contract services for mental health counseling for students.	\$ 35,000	\$ 35,000	\$ -	\$ -	\$ -	003-13960	Please provide additional information regarding the software application as it relates to COVID-19; Applicant responded via email: 470_003-13960_8 was listed for structured literacy programs that is all encompassing including social emotional learning (SEL) but did not include the fee for the SEL materials. 470_003-13960_10 includes the fees for the SEL part of the curricular package that also includes the professional development of staff and contract services for mental health counseling for students.
470-1-009	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Extended Learning: Used to pay for additional salaries/expenses for staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). Teaching Personnel required (All Levels) - Teachers (34), Coordinator (1), Counselors (2).	\$ 152,628	\$ 152,628	\$ -	\$ -	\$ -	003-13690	

470-1-010	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Extended Learning: Used to pay for additional salaries/expenses for non certified staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0), Non-certified Personnel required: Student Assistant Team members and bilingual aides (24).	\$ 48,114	\$ 48,114	\$ -	\$ -	\$ -	003-13840	
470-1-011	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Extended Learning: Used to pay for additional salaries/expenses for administrative staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). Elementary Administrative Personnel required (3).	\$ 12,618	\$ 12,618	\$ -	\$ -	\$ -	003-14530	

470-1-012	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Summer Extended Learning: Used to cover additional learning materials, Greenbush camp fees, and PPE/sanitation supplies associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).	\$ 18,575	\$ 18,575	\$ -	\$ -	\$ -	003-13960
470-1-013	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Energy	11A. Planning and implementing summer learning or enrichment programs	Summer Extended Learning: Used to cover additional utilities associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).	\$ 6,065	\$ 6,065	\$ -	\$ -	\$ -	003-14740

470-1-014	Eligible	Direct Allocation	Student Transportation Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Extended Learning: Use to offset additional salaries for transportation personnel (Drivers) associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	003-14830	
470-1-015	Eligible	Direct Allocation	Instruction	Professional-Education Services	12. Addressing learning loss among students, including vulnerable populations	Greenbush Literacy Support Services	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	003-13930	Please provide additional information how the literacy services are related to COVID-19; Moved to FY 22 per Applicant's request. Applicant responded via email: However, due to and during the COVID 19 pandemic, USD 470, while teaching in remote and hybrid formats, found that pedagogical constructs were less successful in filling these learning gaps. In many cases our data reflects that there actually are increases in the learning gaps for students created by the loss of quality on-site instruction time with teachers. Filling the learning gaps of our students will require additional instruction time and new resources and supports going forward. The Greenbush Literacy Support Service will support literacy instruction, approaches, methodologies and provide literacy resources for educators and families. Resources provided include: instructional coaching and support, literacy resources for educators, and literacy resources for families with a goal of engaging families in joining the process, sharing family literacy data, and empowering families as readers.

Kansas CommonApp (2020)

1529-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XxQjQwqL

512_Shawnee Mission_ESSER II Plan_0501

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Shawnee Mission

Applicant / Mailing Address

| 8200 W 71st Street

Applicant / First and Last Name of Owner, CEO, or Executive Director | Michael Fulton

Applicant / Email Address of Owner, CEO, or Executive Director | mikefulton@smsd.org

Applicant / Phone Number | 9139936476

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) | 48-0764907

Applicant / Website Address (if applicable) | www.smsd.org

Application details

Full District Name	Shawnee Mission School District
District Number	512
Mailing Address Street Address	8200 W 71st Street
Mailing Address City	Shawnee Mission
Mailing Address Zip Code	66204
Authorized Representative of the District Name	Dr. Michelle Hubbard
Authorized Representative of the District Position or Title	Deputy Superintendent
Authorized Representative of the District Email Address	MichelleHubbard@smsd.org
Authorized Representative of the District Phone Number	+19139936416
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	allisonstaroski@smsd.org
Other District Representative 2 Email Address	ruscknapp@smsd.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.

On April 12, 2021 the SMSD Board of Education was presented a comprehensive report detailing the impact of COVID 19 on SMSD's 26,000 students. The report identifies specific areas where disparate COVID-19 data exist for specific groups. For purposes of this application, disparate impact is defined as a substantial negative difference in data from a "normal" base-line year compared to data observed during the pandemic. Disparate data are evident with the following student groups (white, black, hispanic, ELL, SPED, free/reduced lunch) and specific areas (mathematics, english language arts, course failure rates, chronic absenteeism).

Anecdotal information observed by staff regarding the emotional impact of the pandemic on students and their families indicate clear need for social-emotional supports. Baseline data on social-emotional wellness are not available. These data were in the process of being collected during the 2019-20 school year. Spring 2020 data collection was disrupted by the pandemic. The same was true for student data associated with the district's diversity, equity and inclusion (DEI) initiative which is designed to support student development of personalized learning plans that prepare them to be college/career ready and graduate with the interpersonal skills they need for life success. Regardless, measures for these areas are in place and progress will be publicly reported as part SMSD's on-going program evaluation process.

Does the district have remaining ESSER I funding that it has not yet spent as of	Yes
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the date of ESSER II application submission?

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

| The remaining funds available for ESSER I have been set aside for non-public schools.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

All expenditures directly support areas and groups disparately as noted in section 1. The expenditures emphasize the importance of careful diagnosis of student learning needs. Teachers served on committees designed to develop and monitor planned expenditures provided by ESSER II. The following expenditures are designed to directly support disparate impact as follows.

Planned expenditures related to academic support include a commitment to hiring more elementary teachers and ten math teachers at middle and high school. This will reduce class sizes and increase opportunities for personalized attention to student learning. Plans also include hiring additional Instructional Coaches who provide job-embedded professional learning. With this addition, ALL staff will have full-time access to an instructional coach. This includes instructional coaching and English language support with our early childhood programs. We will also expand and enhance intervention resources for reading and math support at the secondary level, particularly where students may be at-risk for course failure and/or for not graduating on time. Plans include resources for professional learning designed to accelerate engagement with RTI and PLC protocols and resources for Pre-K-12. Finally, academic-focused expenditures will be allocated to provide scholarships for district provided summer programs, ensuring equitable access to these opportunities.

Planned expenditures related to social/emotional wellness include the addition of seven social worker positions and four high school counseling positions. These plans also include support for dedicated building substitutes so that teacher teams have increased flex time to collaborate to diagnose student needs and plan for instruction and intervention. Dedicated building subs will also have had time to develop relationships with students so that high-quality instruction and support continues even in the teacher's absence.

Finally, planned expenditures for HVAC are intended to improve indoor air quality in designated buildings.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

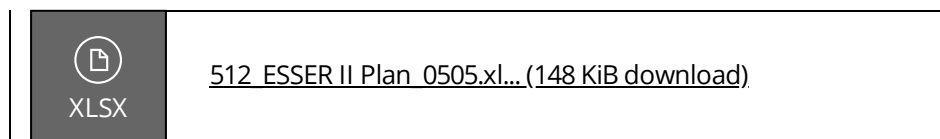
The district will determine the impact of allocated expenditures by continuing to track the data used to determine its specific needs in areas that include mathematics, English language arts, course failure rates, and chronic absenteeism. Academic performance will primarily be measured using NWEA MAP growth data with supporting measures such as results from the Kansas Assessments and the ACT. Academic and social/emotional effects will also be reflected through monitoring of attendance data (chronic absenteeism) and graduation rates. Determination of social and emotional impacts will be evaluated through surveys, as well as anecdotal feedback from staff, 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 II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Michelle Hubbard

Date | 05/05/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
512	Shawnee Mission Public Schools	May 18, 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
512-1-001	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	7 Elementary Social Workers	\$ 572,000	\$ 572,000	\$ -	\$ -	\$ -	109-6116-2110-905-00000	Detailed use of funds in narrative in the common app.
512-1-002	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	4 High School Counselors	\$ 372,000	\$ 372,000	\$ -	\$ -	\$ -	109-6116-2120-905-00000	Detailed use of funds in narrative in the common app.
512-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	18 Elementary teachers to reduce class sizes	\$ 1,404,000	\$ 1,404,000	\$ -	\$ -	\$ -	109-6111-1100-905-00000	Detailed use of funds in narrative in the common app.
512-1-004	Eligible	Direct Allocation	Instruction	Full-Time Substitutes' Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	54 building substitutes	\$ 2,160,000	\$ 2,160,000	\$ -	\$ -	\$ -	109-6150-1000-905-00000	Detailed use of funds in narrative in the common app.
512-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	10 Secondary math teachers	\$ 780,000	\$ 780,000	\$ -	\$ -	\$ -	109-6110-1300-905-00000	Detailed use of funds in narrative in the common app.

512-1-006	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Elementary instructional materials	\$ 675,000	\$ 675,000	\$ -	\$ -	\$ -	109-6610-1100-905-00000	Detailed use of funds in narrative in the common app.
512-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Middle school instructional materials	\$ 675,000	\$ 675,000	\$ -	\$ -	\$ -	109-6610-1200-905-00000	Detailed use of funds in narrative in the common app.
512-1-008	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	High school instructional materials	\$ 675,000	\$ 675,000	\$ -	\$ -	\$ -	109-6610-1300-905-00000	Detailed use of funds in narrative in the common app.
512-1-009	Eligible	Direct Allocation	Building Improvements	Construction Services (Outside Contractors)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Improving indoor air quality	\$ 2,300,500	\$ 2,300,500	\$ -	\$ -	\$ -	109-6450-4700-905-00000	Requested more details of expenditures, district provided the following information: Improving indoor air quality - Replace end of life air handling units, rooftop units and unit ventilators. Detailed use of funds in narrative in the common app. Allowable if CDC guidelines are met.
512-1-010	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	6.5 elementary instructional coaches	\$ 500,500	\$ 500,500	\$ -	\$ -	\$ -	109-6111-2200-905-00000	Detailed use of funds in narrative in the common app.

512-1-011	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology needs	\$ 450,463	\$ 450,463	\$ -	\$ -	\$ -	109-6730-1000-905-00000	Requested more details of expenditures, district provided the following information Technology needs - MacBooks/iPads for additional staff and Webex boards for schools for remote preparedness. Detailed use of funds in narrative in the common app. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
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