

# AGENDA



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

### Details

Date – Friday, November 5<sup>th</sup>, 2021

Time – 3:00 to 4:00 p.m.

Location - Zoom

3:00 to 3:05 p.m.	Call to Order – Chair Jim Porter a.) Approval of Agenda b.) Approval of October 8 <sup>th</sup> Minutes
3:05 to 3:10 p.m.	ESSER II: Application Status Update
3:10 to 3:20 p.m.	ESSER II: Summary & Discussion of Requests Deemed Eligible by KSDE
3:20 to 3:25 p.m.	ESSER II: Discussion of Requests Deemed Ineligible by KSDE
3:25 to 3:35 p.m.	ESSER II: Discussion of Change Requests
3:35 to 3:50 p.m.	EANS II: Discussion of Ineligible Requests
3:50 to 4:00 p.m.	Vote to Recommend Slate to Kansas State Board of Education

### Definitions:

ESSER – Elementary and Secondary School Emergency Relief Fund

EANS - Emergency Assistance for Non-Public Schools

For more information, contact:



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## MINUTES



Commissioner's Task Force on ESSER (II, and III) and EANS (I, and II)  
Distribution of Money - Friday, October 8<sup>th</sup>, 2021

### Call to Order

Chairman Porter called the meeting of the Commissioner's Task Force to order at 3:00 p.m. on Friday, October 8<sup>th</sup>.

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

### Approval of Agenda

Mike Argabright made a motion to approve the agenda for the October 8<sup>th</sup> meeting, and Tracy Callard seconded it. Motion carried unanimously.

### Attendance:

The following Task Force members attended by video conference:

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

**Motion**  
(00:13:56)

### Approval of October 1<sup>st</sup> Minutes

Adam Thomas made a motion to approve of the October 1<sup>st</sup> minutes, and Bert Lewis seconded it. Motion carried unanimously.

**Motion**  
(00:14:22)

**EANS II: Application Status Update – Tate Toedman**

(00:17:40)

Commissioner Watson started the meeting off by stating that the Federal Government issued guidelines for the use of EANS II; which states that a private school must have a 40 percent poverty rate or higher to be eligible for the funds. The Kansas State Dept. of Education has amended the poverty rate in our state’s application from 40 to 20 percent and we are awaiting approval from the Federal Government. All of the EANS II applications included in today’s material, are subject to the approval of our state’s EANS II application and the poverty threshold.

Tate mentioned that the EANS II application window closed on September 27<sup>th</sup> at 3:30 p.m. 26 EANS II applications were received and 1,304 individual requests totaling \$15,723,031 (including both eligible and ineligible requests). The majority of requests have been deemed eligible (81 percent; estimated at \$12.7 million). The 19 percent of requests deemed ineligible had an estimated value of \$3 million.

Majority of the requests came from smaller private schools with 22 applicants (85%) having 200 students or less. The largest pool of grades served is elementary (K-5<sup>th</sup>, K-6<sup>th</sup> and K-8<sup>th</sup>).

**EANS II: Summary & Discussion of Requests Deemed Eligible by KSDE – Tate Toedman**

(00:26:26)

With the requests deemed eligible, 4,684 students were represented, an average of \$489,699 was requested per school, and there is a \$2,718 value for each student (for the length of the program). The total of requests deemed eligible is \$12,732,301.

**EANS II: Discussion of Requests Deemed Ineligible by KSDE – Tate Toedman**

(00:32:22)

The KSDE review team deemed a total of \$2,990,852 ineligible. The ineligible requests fell into categories such as technology (30 percent), curriculum and professional development (21 percent), personnel (27 percent), social-emotional learning and mental health (6 percent) and sanitization (16 percent).

**EANS II: Vote to Recommend Slate to Kansas State Board of Education – Tate Toedman**

(00:51:43)

Jason Winbolt made a motion to conditionally approve the 26 EANS II applications (dependent on whether the United States Department of Education approves the change in poverty rate on our state’s EANS II application), and Bert Lewis seconded it. Motion carried unanimously.

**Adjournment** – Chairman Porter adjourned the meeting at 3:46 p.m. The next meeting will occur on Friday, November 5<sup>th</sup> at 3:00 p.m.

(01:01:27)



## Commissioner's K-12 Relief Funds Task Force


**Task Force Meeting**  
**November 5<sup>th</sup>, 2021**

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

### Agenda for November 5<sup>th</sup>, 2021 Task Force meeting

3:00 to 3:05pm	Call to Order
3:05 to 3:10pm	<b>ESSER II:</b> Application Status Update
3:10 to 3:20pm	<b>ESSER II:</b> Summary & Discussion of Requests Deemed Eligible by KSDE
3:20 to 3:25pm	<b>ESSER II:</b> Discussion of Requests Deemed Ineligible by KSDE
3:25 to 3:35pm	<b>ESSER II:</b> Discussion of Change Requests
3:35 to 3:50pm	<b>EANS II:</b> Discussion of Ineligibles
3:50 to 4:00pm	Vote to Recommend Application and Change Slate to KSBOE



## ESSER II: Application Status Update



## ESSER II status update

**272 out of 286 (95%) ESSER II plans submitted; 8 additional ESSER II plans currently in progress (as of November 2<sup>nd</sup>, 2021)**

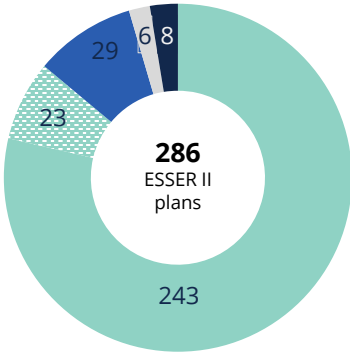
**243 ESSER II plans were previously approved by KSBOE. 29 ESSER II plans and 23 ESSER II change request projected to be reviewed in the current slate and then will be recommended to the State Board for approval on November 9<sup>th</sup>, 2021.**

- 29 applications from districts representing 12,019 students<sup>1</sup>
- 353 individual budgeted expenditures totaling a value of \$7.4M with one recommended as ineligible by KSDE
- 23 districts submitted change requests representing 29,587 students<sup>1</sup>
- 437 change requests for individual budgeted expenditures totaling a value of \$20.3M

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



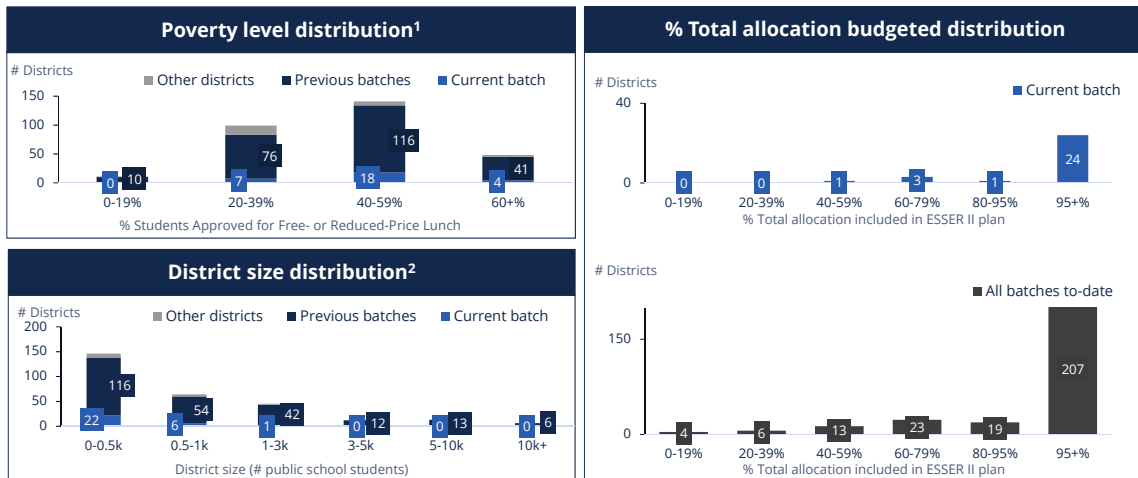
# ESSER II Update | Overview



States of plans previously approved by State Board	243 plans	\$279.1M
Batch of change request plans being reviewed today	23 plans	\$20.3M
Batch of plans being reviewed today	29 plans	\$7.4M
Plans that have not yet been submitted	6 plans	
Plans that are in progress	8 plans	



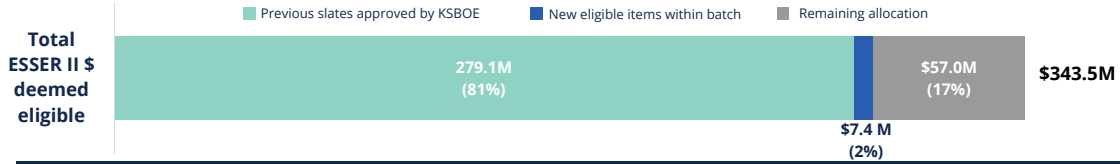
# Program Summary | Profile of monthly batch of ESSER II districts



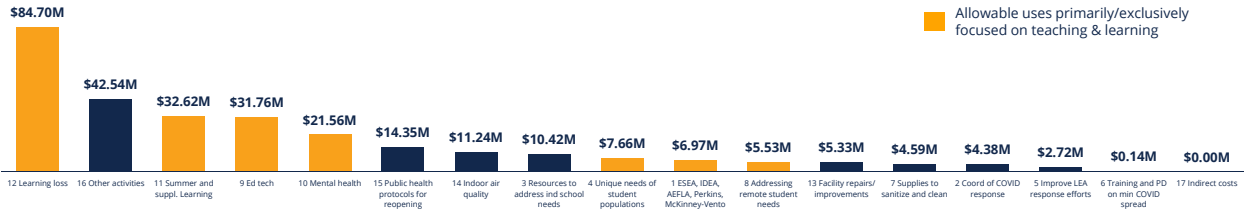
1. Districts were grouped based on the % of student headcount approved for free or reduced-price lunch in the 2020-2021 school year 2. Districts were grouped based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted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



## Cumulative ESSER II Program Summary



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



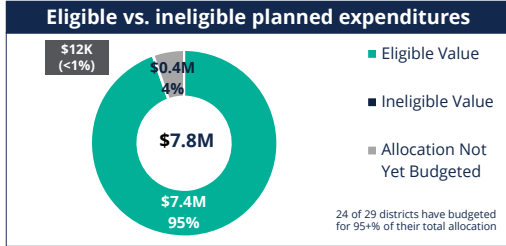
Note: Allowable use categorization is displayed based on district reporting



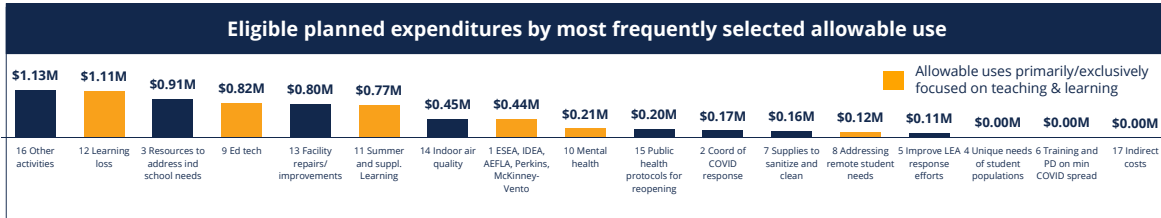
## ESSER II: Summary & Discussion of Requests Deemed Eligible by KSDE



## Summary of Today's Batch



Average eligible expenditures per district	Eligible planned expenditures per student <sup>1</sup> <i>Over total length of plan</i>
<b>\$256,337</b>	<b>\$619</b>
Range: \$51,925 - \$1,500,447	Range: \$279 - \$1,543



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



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



## ESSER II: Discussion of Requests Deemed Ineligible by KSDE

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### USD 237: Smith Center | Ineligible line-items

**Ineligible planned expenditures - Total value: \$12,000**

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$12,000	1000	120	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	Added a ESOL para to help aide with learning loss and recent enrollment of a non-English speaking student	District did not provide a connection to COVID.

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



## ESSER II: Discussion of Change Requests Deemed Eligible by KSDE

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## Change Request Procedure

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

477-1-008 20210713	Eligible	Direct Allocation	Operations & Maintenance of Plant	Property	1.4. Inspection, testing, maintenance	Change Request Originally approved for \$130,000. Replace 25 year old HVAC	\$	66,910	\$	66,910	\$	66,910	7	Change Request. Originally approved for \$130,000
For Illustrative Purposes Only														

- New line items will be highlighted yellow.

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



## Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
101	Erie-Galesburg	\$601,062	\$601,062	\$601,062	\$0	Premium Pay
111	Doniphan West	\$186,406	\$179,300	\$186,406	\$7,106	Premium Pay
204	Bonner Springs	\$1,727,348	\$1,727,348	\$1,727,348	\$0	Before and After School interventions



## Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
214	Ulysses	\$1,091,201	\$133,010	\$1,091,201	\$958,191	Premium Pay and HVAC
249	Frontenac	\$414,589	\$382,012	\$414,589	\$32,577	Summer school and Premium Pay
256	Marmaton Valley	\$220,083	\$209,900	\$220,083	\$10,183	Premium Pay



## Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
257	Iola	\$1,350,095	\$1,322,080	\$1,350,095	\$28,015	Smartboards
258	Humboldt	\$419,308	\$268,668	\$203,350	(\$65,318)	Cleaning Supplies and PD
325	Phillipsburg	\$317,916	\$317,916	\$317,916	\$0	Math textbooks



## Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
338	Valley Falls	\$134,927	\$43,259	\$134,925	\$91,666	Zoom licenses and summer school
343	Perry Public Schools	\$324,882	\$303,577	\$209,288	(\$94,289)	Summer school and salaries
364	Marysville	\$504,336	\$461,573	\$427,213	(\$34,360)	Premium Pay



## Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
365	Garnett	\$717,952	\$717,952	\$717,952	\$0	Premium Pay
393	Solomon	\$183,009	\$102,970	\$183,009	\$80,039	Curriculum
396	Douglass	\$255,440	\$251,916	\$219,943	(\$31,973)	Substitutes



## Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
411	Goessel	\$88,080	\$14,625	\$88,080	\$73,455	Premium Pay and nurse salary
415	Hiawatha	\$750,300	\$289,625	\$750,300	\$460,675	Premium Pay and laptops
419	Canton-Galva	\$142,792	\$142,792	\$142,792	\$0	Premium Pay and PPE



## Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
467	Leoti	\$260,823	\$126,827	\$260,823	\$133,996	Premium Pay
489	Hays	\$1,635,951	\$1,635,951	\$1,635,951	\$0	Summer School
497	Lawrence	\$6,039,481	\$6,039,481	\$6,039,481	\$0	Premium Pay

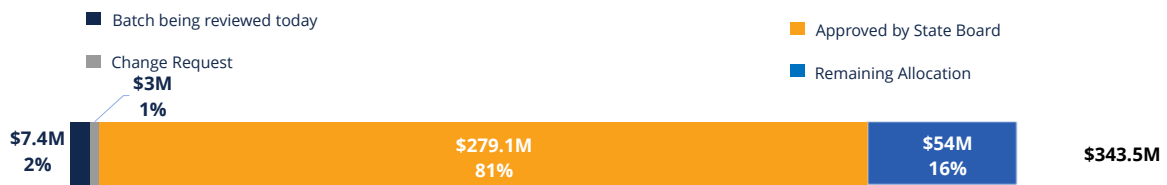


## Change Request Summary

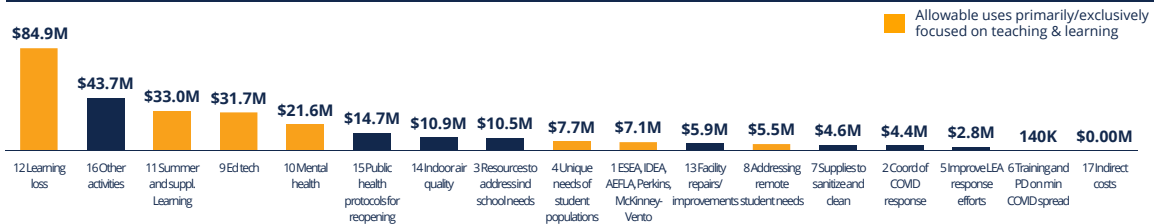
District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
503	Parsons	\$2,075,087	\$718,000	\$2,075,087	\$1,357,087	HVAC and Premium Pay
506	Labette County	\$1,298,287	\$1,298,287	\$1,298,287	\$0	Chromebooks, Laptops, I-Pads
<b>Total</b>		<b>\$ 20,739,355</b>	<b>\$ 17,288,131</b>	<b>\$ 20,295,181</b>	<b>\$ 3,007,050</b>	



## Change Request Summary Allowable Use



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



Note: Allowable use categorization is displayed based on district reporting





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



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

**Scope:** 29 ESSER II applications + 23 ESSER II change requests





## ESSER II Applications Not Submitted (As of November 2<sup>nd</sup>, 2021)

- USD 207- Fort Leavenworth
- USD 331- Kingman-Norwich
- USD 334- Southern Cloud
- USD 342- McLouth
- USD 469- Lansing
- USD 494- Syracuse

Last day to submit is November 12<sup>th</sup>, 2021



## EANS II: Discussion of Ineligibles

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# Recap | Key EANS limitations that informed ineligibility recommendations

...as well as other relevant federal funding guidelines



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



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

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

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

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

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



# Thank You





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www.ksde.org

## November 5th Task Force Meeting Pre-Read Materials

Dear Task Force members,

### Update on ESSER II Application Process

The ESSER II application process was launched on March 24<sup>th</sup> and it is a rolling process unlike EANS. The Kansas State Department of Education (KSDE) review team has been hard at work reviewing applications in the order they have been submitted, following up with districts as needed for clarification of requests and to inform them of requests deemed ineligible. The first 55 applications were reviewed by the Task Force in prior meetings and approved by the State Board on May 11<sup>th</sup>. The second batch consisted of 76 ESSER II applications, and they were reviewed by the Task Force in prior meetings and approved by the State Board on June 6<sup>th</sup>. The third batch consisted of 38 ESSER II applications and 12 change requests, and they were approved by the State Board on July 14<sup>th</sup>. The fourth batch consisted of 21 ESSER II applications and 12 change requests and were approved by the State Board on August 10<sup>th</sup>. The pre-read sent on August 25<sup>th</sup> consisted of 14 applications and 19 change requests. The pre-read sent on September 8<sup>th</sup>, consisted of 22 applications and 11 change requests. The August 25<sup>th</sup> and the September 8<sup>th</sup> pre-reads were approved by the State Board on September 14<sup>th</sup>. The September 29<sup>th</sup> pre-read consisted of 18 applications and 12 change requests and were approved at the October 12 State Board Meeting. This pre-read batch consists of 9 applications and 17 change requests. This pre-read will be voted on at the November 5<sup>th</sup> Taskforce meeting. Currently there are 12 applications under review.

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

### Reminder

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

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



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- For new line items, the line will be highlighted in yellow.
- For a change to a previously approved line item, the line will be highlighted in blue.
- For items deemed ineligible by the KSDE review team, the item will be highlighted in red.

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

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

As a reminder, in the meeting we will review applications and requests deemed eligible at a summary level. If there is a specific application or request you would like addressed in the Task Force meeting, please email [ESSER@ksde.org](mailto:ESSER@ksde.org) no later than Thursday, November 4<sup>th</sup> at 4:00 p.m. so information for the district in question can be included in the presentation materials.

## ESSER II Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	110	Thunder Ridge Schools	179	57%	\$ 190,163	\$ 190,163	100%	\$ 190,163	100%	\$ 1,065
2	225	Fowler	124	42%	\$ 79,232	\$ 79,232	100%	\$ 79,232	100%	\$ 642
3	254	Barber County North	430	47%	\$ 346,676	\$ 235,709	68%	\$ 235,709	100%	\$ 548
4	283	Elk Valley	112	78%	\$ 173,303	\$ 173,303	100%	\$ 173,303	100%	\$ 1,543
5	289	Wellsville	724	29%	\$ 222,243	\$ 222,243	100%	\$ 222,243	100%	\$ 307
6	307	Ell-Saline	463	30%	\$ 187,379	\$ 187,379	100%	\$ 187,379	100%	\$ 405
7	335	North Jackson	305	41%	\$ 195,499	\$ 195,499	100%	\$ 195,499	100%	\$ 641
8	407	Russell County	807	55%	\$ 622,856	\$ 622,856	100%	\$ 622,856	100%	\$ 772
9	490	El Dorado	1,823	58%	\$ 1,500,447	\$ 1,500,447	100%	\$ 1,500,447	100%	\$ 823
<b>Total</b>			<b>4,965</b>	<b>49%</b>	<b>\$ 3,517,798</b>	<b>\$ 3,406,831</b>	<b>97%</b>	<b>\$ 3,406,831</b>	<b>100%</b>	<b>\$ 686</b>

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

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

**Kansas CommonApp (2020)**

2157-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ImGkAXxy

# 110 Thunder Ridge ESSER II 0324 for September 28

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Applicant details

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

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

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD #110 Thunder ridge

**Applicant / Mailing Address**

Keith Hall  
Superintendent/High School Principal  
128 South Kansas Ave  
Kensington,KS 66951

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | khall@usd110.net

**Applicant / Phone Number** | 785-476-2218

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

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

**Applicant / Website Address (if applicable)** | usd110.net

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## Application details

Full District Name	Thunder Ridge
District Number	110
Mailing Address   Street Address	128 South Kansas Ave.
Mailing   City	Kensington
Mailing Address   Zip Code	66951
Authorized Representative of the District   Name	Keith Hall
Authorized Representative of the District   Position or Title	Superintendent/High School Principal
Authorized Representative of the District   Email Address	khall@usd110.net
Authorized Representative of the District   Phone Number	+17854762218
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 had multiple issues with Covid - in no particular order

Learning loss - the younger in age the larger the impact - especially going back to the spring of 2020

Social emotional - we are seeing more issues with students in self esteem and confidence - there has also been an increased lack or resilience - grit

Students feel robbed of their school experience - last year, limited sporting events, no dances, no homecoming festivities - it has undermined trust in the system

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

The number one thing we need to insure learning is that students are healthy and in school - in attendance. We need to improve the air quality at our "middle school" which houses grades 4-8. The same goes for staff. They cannot teach students if they are out because of illness.

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

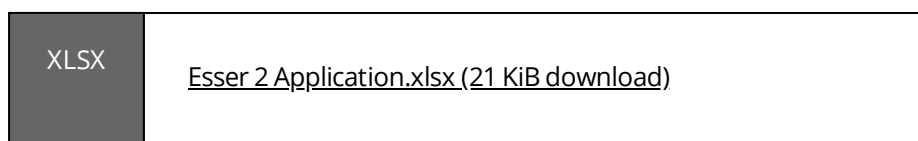
We feel an improvement in air quality will keep students and staff in school - which will go a long way to insure learning.

### **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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

transaction by any federal department or agency.

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

## Certification

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

Electronic Signature | Keith Hall

Date | 09/28/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
110	Thunder R	10/11/2021

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
110-1-001-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Funds will be used to replace the entire HVAC System at our middle school in Agra. This will improve air circulation in every room and improve efficiency.	\$ 190,163	\$ -	\$ 190,163	\$ -	\$ -	555	Per narrative, The number one thing we need to insure learning is that students are healthy and in school - in attendance. We need to improve the air quality at our "middle school" which houses grades 4-8. The same goes for staff. They cannot teach students if they are out because of illness. Allowable if CDC guidelines are met. Capitol Improvement paperwork required.

**Kansas CommonApp (2020)**

1275-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ZrGoBzjY

# 225 Fowler ESSER II

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## Applicant details

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

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

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Fowler Public Schools

**Applicant / Mailing Address**

| 100 E.8th Ave, PO Box 170  
| Fowler, KS 67844

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | cnicholson@usd225.org

**Applicant / Phone Number** | 620-646-5661

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

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

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## Application details

Full District Name | Fowler Schools

District Number | 225

Mailing Address   Street Address	100 E. 8th Ave,
Mailing   City	Fowler
Mailing Address   Zip Code	67844
Authorized Representative of the District   Name	Cherie Nicholson
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	cnicholson@usd225.org
Authorized Representative of the District   Phone Number	+16206465661
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	elittlewood@usd225.org

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

The impact was achievement gap and readiness for the state assessments. Increasing percentages in levels one and two or the number of students in Level 1 on the state assessments continuing to rise. We did not have results from 19-20 state assessments to make informed decisions with these concerns however, the year before COVID there were 23% or more of the students in level one for both Mathematics and ELA. Measures used to assess in addition to state assessments indicated areas of need for some students. Local measures continue to show areas of need individually but will indicate in some cases an increase.

We are a small redesign district with approximately 110 students PreK-12. The USD became a redesign district five years ago. Our numbers in areas of special populations, EL learners, etc. are also small. The at-risk percentages for both buildings are approximately 60% & 40% for the district. Spring data was analyzed, resources were selected, and evidence-based materials were reviewed based on the alignment to the state standards. Training on these programs for staff are needed. Using ESSER II funds for training, support, and having the access and availability to connect for both the staff and their students (regardless of where they are and what COVID may bring) is a high priority. Our ESSER II funding is \$79,232 The Board of Education believes it is a priority with these funds, when approved, to have access and availability to technology and that technology being current to the world around them.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The allocation is \$79,232 for ESSER II funds for USD 225-Fowler Schools (approximately \$633 per student). We have the following plans for expenditures.

Meal Services: (\$20,000)

(1) Packaged food, containers, utensils, bottled water

Personal Protective Equipment & Resources/Supplies (\$10,000)

(2) Sanitation (foaming disinfectant cleaning solution, hand sanitizer, wipes, masks, classroom spray bottles, clothes for



classrooms, bathroom disinfectant cleaner).

Technology: (\$24,575)

(2) Technology devices – increased access and accessibility (Lenovo Duets, Chromebooks, Sleeves-\$24.00)

(3) Licenses for devices (\$32.00 each)

(4) Hard covers- (approx. \$11.87 each)

(5) Headphones-(approx. \$10.74)

(6) Hot spots-rural families

(7) Teacher access/devices

(8) Access points

Supplies: (\$2,000)

(9) Field Trip outings (experience hands on, be able to laugh and engage with others),

(10) Math Tier materials, reading intervention resources, emotional support team (SPED) Part 1 & 2

Personnel: (\$7,425)-Premium Pay:

(11) COVID coverage of class periods, beyond duty/class time. (\$16-\$20.00)

(12) Hours (beyond the eight-hour day for staff) to complete necessary reports related to COVID (hrly rate)

(13) Cleaning of building(s) beyond regular hours. (hrly rate)

(14) Emergency/long term substitutes (when available) for staff with COVID. (\$125-\$200)

Professional Development: (\$4000)-Training

(15) Fastbridge, SEL, and Progress monitoring

(16) Learning gaps -from SWPSC (\$125.00 per person)

HVAC: (\$11,000)

(17) Heat and cooling pump in additional room used for social distancing K-12.

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

Specific use of evidenced based material, training, progress monitoring, and tiered process interventions will be implemented with fidelity. Monitoring access and availability with technology. Continue daily routines for cleaning building/ classrooms. The district office will monitor the premium pay needed for specific coverage, hours, etc. This will be kept independent of regular entry for all staff. Food service will continue to research for cost effective supplies to meet the needs of students. PPE will be ordered and implemented as the need arises and/or direction from the County Health Official regarding students and staff. The goal is to keep students and staff healthy and in school. Visitors will continue to be monitored. Temps will be checked. Working with MCH during known exposures.

## 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.

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XLSX

[225 Fowler ESSER II Plan... \(156 KiB download\)](#)

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

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

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

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

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

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(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]

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

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

[72 FR 3703, Jan. 25, 2007]

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

## Certification

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

Electronic Signature

| Cherie Nicholson

Date

| 09/29/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
225	Fowler	10/18/2021

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
225-1-001-20211109	Eligible	Direct Allocation	Operation of Non-Instruction Services	Miscellaneous Supplies	2. Coordination of COVID-19 preparedness and response efforts	Packaged, containers, covered utensils, bottled water for social distancing needs in food service	\$ 20,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	630	

225-1-002-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Hand sanitizer, pump bottles, spray, cloths for each room's Covid sanitizing protocol.	\$ 4,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	600	
225-1-003-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Disinfectant solutions, wipes, masks, bottles, cloths for cleaning & sanitizing throughout the day supplied to each room.	\$ 6,000	\$ 2,000	\$ 2,000	\$ 1,000	\$ 1,000	600	

225-1-004-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lenovo devices, access points, hot spots, hard covers, headphones, chromebooks, licenses. We want students to receive instruction, 360 approach, whether they are on or offsite when they are quarantined or remote due Covid 19.	\$ 24,575	\$ 22,000	\$ 2,000	\$ 575	\$ -	734	
225-1-005-20211109	Eligible	Direct Allocation	Instruction	Employee Benefits	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Tax on premium pay (Covid coverage)	\$ 700	\$ 250	\$ 250	\$ 200	\$ -	200	
225-1-006-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Salary for additional cleaning beyond regular cleaning and/or report completion for COVID.	\$ 2,625	\$ 1,000	\$ 1,000	\$ 625	\$ -	120	



225-1-007-20211109	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Emergency subs, coverage of classrooms due to absences caused by Covid 19. Sub pay averages \$16-\$20 per hour/ \$125-\$200 per day	\$ 6,100	\$ 2,250	\$ 2,250	\$ 1,600	\$ -	112	
225-1-008-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Professional development - Learning strategies with use of Fastbridge, SEL, progress monitoring assessment to address learning loss due to Covid.	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	110	
225-1-009-20211109	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Professional Development - Training to address learning gaps due to Covid, tools with evidence based programs for implementation	\$ 2,232	\$ 1,000	\$ 1,232	\$ -	\$ -	330	

225-1-010-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Heat/cooling pumps in additional classroom for social distancing. Room currently does not have access. This is an additional room in an older building that is currently being used to increase space for social distancing due to covid. The room did not have heating or cooling.	\$ 11,000	\$ 11,000	\$ -	\$ -	\$ -	700	Allowable if CDC guidelines are met. This is a capital improvement and requires necessary paperwork.
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**Kansas CommonApp (2020)**

1685-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



YpkRvqlz

# 254\_BarberCountyNorth\_ESSER II

Applicant details

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

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

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Barber County North

**Applicant / Mailing Address**

| PO Bos 288  
| Medicine Lodge, KS. 67104

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | supt@usd254.org

**Applicant / Phone Number** | 6208863370

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)** | 480698547

**Applicant / Website Address (if applicable)** | <https://www.usd254.org/>

**Applicant / Mission Statement (if applicable)**

Expect Excellence  
Every Student  
Every Day  
Preparing for the future

**Fiscal Agent / Name (if applicable)** | Lori Bailey  
**Fiscal Agent / Email (if applicable)** | lbailey@usd254.org  
**Fiscal Agent / Mailing Address (if applicable)**  
Box 288  
Medicine Lodge, KS. 67104

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## Application details

Full District Name | Barber County North  
District Number | 254  
Mailing Address | Street Address | PO Box 288  
Mailing | City | Medicine Lodge  
Mailing Address | Zip Code | 67104  
Authorized Representative of the District | Name | Mark Buck  
Authorized Representative of the District | Position or Title | Superintendent  
Authorized Representative of the District | Email Address | supt@usd254.org  
Authorized Representative of the District | Phone Number | +16208863370  
Would you like to additional district representatives to the application? | Yes  
Other District Representative 1 | Email Address | lbailey@usd254.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.

Barber County North USD 254 students and staff have been affected greatly by the COVID virus. During the 2019-2020 school year, schools across Kansas were closed after Spring Break by order of the Governor. During this time we taught remotely

and did as well as we could being thrown into a situation we have never been in. Students were not learning at the same rate as when in school and the discrepancy of regular education students and Special Education/Title students grew greatly. The inability for students to get together and interact was a great loss as well. Many students started having emotional issues and struggled while we were learning remotely. Students of poverty also struggled more than other students during this time. The cost associated with our closing school was huge. We struggled getting resources and we were also having a problem getting teachers to stay and finding teachers. Our HVAC system is 20 years old at the grade school and the air filtration is poor. We had a number of students and staff members this past year that contracted the virus and we had to close our schools for 12 days. It has been a trying time for students, staff 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? | No

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

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

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

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

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

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

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

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

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

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

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

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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.

We are a small rural community in South Central Kansas. It is extremely hard to get teachers to apply and move to Medicine Lodge to fill teaching positions. With the COVID virus these past 18 months it has become evident the importance of keeping the staff that we have. We are going to give each staff members a \$1,000 retention stipend to help them stay in our district. We had a number of staff members who had summer camps to help students get together and work on their social skills. We also have HVAC rooftop systems at the grade school that are ineffective at moving air throughout the building. We have replaced one and are going to replace 6 more. There three water fountains at the grade school and three at the high school that we are changing to touchless water fountains with bottle fillers. This will help limit the germs spread. We are also going to install 3 touchless sinks at the grade school. The junior high is in need of a laminator so they can wipe down documents that the students share each day. The Jr/Sr High is in need of a large TV for zoom meetings. There is a number of student monitor screeners as well as remedial prep programs that we will also use the ESSER II funding for. We added 2 extra cleaning custodians to help with sanitation in the buildings as 2 para educators, one at the grade school and the other at the Jr/Sr high school.

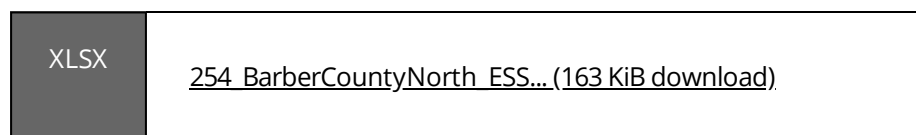
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will use the student monitor screening and remedial prep programs to track student growth. The number of students and staff that stay health compared to the ones that are getting sick will help us determine if our HVAC, cleaning and other mitigations are working.

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

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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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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§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;

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§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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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.

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

Providing mental health services and supports.

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

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

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

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

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

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

## Certification

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

Electronic Signature

| Mark Buck

Date

| 09/15/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
254	Barber County North	10/12/2021

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
254-1-001-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	3 touchless water fountains at the grade school and 3 touchless water fountains at the Jr/Sr High school	\$ 12,600	\$ -	\$ 12,600	\$ -	\$ -	17-2600-430-101-179	▪ This is a capital improvement and requires the necessary paperwork.

254-1-002-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for all staff members to keep them in our district	\$ 86,000	\$ -	\$ 86,000	\$ -	\$ -	17-1000-100-000-179	Initial request submitted was for \$115,000. Changed to \$86,000. Per email with district 09/15/2021, Premium incentive pay of \$1,000 for 86 staff members to be paid in November. Decreased the amount since we are not paying special education staff as well. The South Central Special Education Coop will have the opportunity.
254-1-003-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	6 HVAC systems for the grade school classrooms	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ -	17-2600-430-101-179	Per narrative: We also have HVAC rooftop systems at the grade school that are ineffective at moving air throughout the building. We are going to replace 6 more. Per email 09/15/2021, Capital improvement and construction request form submitted.

254-1-004-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	6 touchless sinks at the grade school	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	17-2600-430-101-179	▪ This is a capital improvement and requires the necessary paperwork.
254-1-005-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Fastbridge student monitoring system	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	17-1000-610-101-179	
254-1-006-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Pathways to reading refresher	\$ 700	\$ -	\$ 700	\$ -	\$ -	17-1000-610-103-179	Per narrative: to address learning loss

254-1-007-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Study Island assessment remedial prep	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	17-1000-610-103-179	Per narrative: to address learning loss
254-1-008-20211109	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	7th/8th grade para educator remediation	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	17-1000-121-101-179	Help students with educational loss during COVID when not in school face to face.
254-1-009-20211109	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Grade school para educator remediation	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	17-1000-121-103-179	Help students with educational loss get caught up from when we were not in school face to face.

254-1-010-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	2 extra summer maintenance workers	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	17-2600-121-101-179	extra cleaning custodians to help with sanitation in the buildings to ensure the greatest protection from virus and disease exposure for students, staff and patrons.
254-1-011-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer camps put on by teachers	\$ 23,409	\$ 23,409	\$ -	\$ -	\$ -	17-1000-111-103-179	Per email with district 09/15/2021, Summer camps were put on by 15 teachers at \$30/hr. There were 141 students who participated

**Kansas CommonApp (2020)**

2091-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



dGajobbp

# 283\_Elk Valley USD

## 283\_ESSER II Plan\_0907

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Applicant details

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

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

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Elk Valley USD 283

**Applicant / Mailing Address**

| PO Box 87  
| 701 S Delaware

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | distroble@usd283.org

**Applicant / Phone Number** | 6206422811

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 0724213

**Applicant / Website Address (if applicable)** | usd283.org

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

[Download Form W-9](#)

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**Fiscal Agent / Name (if applicable)** | Diana Stroble

**Fiscal Agent / Email (if applicable)** | distroble@usd283.org

**Fiscal Agent / Mailing Address (if applicable)**

| PO Box 87  
| Longton, KS 67352

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## Application details

**Full District Name** | Elk Valley USD 283

**District Number** | 283

**Mailing Address | Street Address** | PO Box 87 701 Delaware

**Mailing | City** | LONGTON

**Mailing Address | Zip Code** | 67352

**Authorized Representative of the District | Name** | Jason Crawford

**Authorized Representative of the District | Position or Title** | Superintendent

**Authorized Representative of the District | Email Address** | jcrowford@usd283.org

**Authorized Representative of the District | Phone Number** | +16203422811

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

**Other District Representative 1 | Email Address** | distroble@usd283.org

**Other District Representative 2 | Email Address** | distroble@usd283.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.

Due to the pandemic, the learning loss encountered by our at-risk student population created many challenges for our district. From reliable and affordable access to home internet to providing enough space to ensure social distancing, to social-emotional trauma to lack of reliable daycare. All of these issues have been and are currently being addressed in our ESSER applications. Our district serves one of the highest numbers of students in poverty, further impacted by our rural location.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

The district employed a full-time certified staff member as the learning loss coordinator to address the multiple challenges faced by our students in recovering their loss of education during the pandemic. We are working on more interventions and more one-on-one supports along with additional technology to support these efforts. A summer program and after-school program were developed along with hiring a full-time social worker.

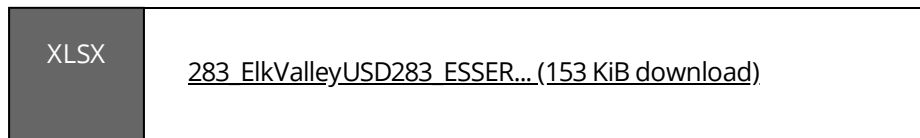
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district has implemented several data points utilizing local assessment, the hiring of an outside contractor to provide oversight, and data dissemination to ensure the integrity of our programs addressing learning loss and helping students recover their lost educational opportunities during the pandemic. A student, family, and community needs assessment along with the multiple data points will drive this 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



## **Local Education Agency (LEA) Assurances**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

## Certification

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

Electronic Signature | Jason Crawford

Date | 09/07/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
283	Elk Valley	10/11/2021

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
283-1-001-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Premium Pay	\$ 30,555	\$ -	\$ 30,555	\$ -	\$ -	1000-100	Applicant responded via email: Change to Premium pay. In the fall of 2021 will be given \$1000.00 to thirty returning staff members and \$250.00 to two part time returning staff members for a retention incentive. This is given to retain staff, given the challenges of finding qualified workers.
283-1-002-20211109	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of teacher laptops, student chromebooks and additional remote learning hardware including cameras, mics	\$ 41,467	\$ 41,467	\$ -	\$ -	\$ -	1000-700	Number of devices and COVID0-19 related; Applicant responded via email: The fund will purchase 15 Televisions/monitors with brackets, 35 student devices, 5 Teacher laptops and 15 student I pads. This equipment will provide remote learning and help with student learning loss. Purchase of teacher laptops, student chromebooks and additional remote learning hardware including cameras, mics. 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.

283-1-003-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Provide a summer learning program to support the learning losses and additional mental health and safety needs of our all our students because of the loss of in person instruction. Provide math, science, reading and social emotional learning enrichment while providing meals and additional supports to the school aged families	\$ 31,512	\$ 31,512	\$ -	\$ -	\$ -	1000-100	Program information: Applicant responded via email: The summer program is June 1, 2021 through June 25, 2021. We anticipate 60 students. There are 8 teachers, and 5 classified staff members. Provide a summer learning program to support the learning losses and additional mental health and safety needs of our all our students because of the loss of in person instruction. Provide math, science, reading and social emotional learning enrichment while providing meals and additional supports to the school aged families
283-1-004-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replacement of the HVAC unites in the cafeteria to improve the air quality and prevention of airborne illness spread. Replacement of HVAC unites to improve the air quality in the high school to ensure fresh air can come into the building	\$ 47,908	\$ 47,908	\$ -	\$ -	\$ -	2600-700	Relates to COVID-19; Applicant responded via email: New central HVAC system by RUDD for the kitchen and cafeteria to improve the air quality. The HVAC project was completed in the fall of 2020. Allowable if CDC guidelines are met
283-1-005-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase classroom air purifiers and cleaners and large area purification to prevent airborne disease spread. Purchased from Hugos Independence	\$ 9,862	\$ 9,862	\$ -	\$ -	\$ -	2600-600	Number of devices and reasonableness; Applicant responded via email: Purchase five classroom air purifiers at \$542.00 each. One large air purfier for cafeteria \$1,800.00. Purchase classroom air purifiers and cleaners and large area purification to prevent airborne disease spread. Purchased from Hugos Independence
283-1-006-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	Provide an afterschool boost program to help students with learning loss tied to the pandemic. Providing inteventions in math, science, and reading to ensure students can recover individual learning losses. Provide social and emotional learning supports and also provide family engagment to support mental health needs of local students and their families for fall 2021 semester	\$ 11,999	\$ 11,999	\$ -	\$ -	\$ -	1000-100	Program information; Applicant responded via email: The after school program will meet two days a week during the Fall 2021/2022 school year due to Covid 19 learning loss. The staff will include 15 teachers and anticipates 60 students. Provide an afterschool boost program to help students with learning loss tied to the pandemic. Providing inteventions in math, science, and reading to ensure students can recover individual learning losses. Provide social and emotional learning supports and also provide family engagment to support mental health needs of local students and their families for fall 2021 semester



**Kansas CommonApp (2020)**

2109-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



bBnAOqMb

# Wellsville ESSER II Plan\_9/14/21

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## Applicant details

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<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	WELLSVILLE UNIFIED SCHOOL DISTRICT 289
<b>Applicant / Mailing Address</b>	602 Walnut Street Wellsville, KS 66092
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Ryan Bradbury
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	rbradbury@usd289.org
<b>Applicant / Phone Number</b>	7858832388

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

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

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## Application details

Full District Name	Wellsville School District
District Number	289

Mailing Address | Street Address | 602 Walnut Street Wellsville

Mailing | City | Wellsville

Mailing Address | Zip Code | 66092

Authorized Representative of the District | Name | Ryan Bradbury

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | rbradbury@usd289.org

Authorized Representative of the District | Phone Number | +17858832388

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 2020-2021 school year, USD #289 was in-person and onsite for most of the year. We offered a Parent Choice Remote Learning option and less than 10% of our students' families choose this option. Overall our data showed a negative impact on student learning for most of our students with significant impact on our primary grades. Our data also showed an impact on the mental health of our students and students' families. Additionally, the impacts of learning loss and mental health were more significant among our at-risk student population. Our student population preK-12 for the 20-21 school year was 781 students with approximately 139 being at-risk.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

The district plans to use the ESSER II allocation in the following ways:

- To support students who have experienced learning loss or need additional learning supports due to COVID-19.
- Contracting for a Literacy Specialist to work with students and staff.
- Hiring an MTSS Elementary Math Teacher
- Purchase of Fastbridge Screener
- To purchase educational technology to support student learning during COVID-19 (Go Guardian)
- Providing summer school offerings for K-5 students. All grade levels were surveyed regarding interest and 6-12 only had one student interested. We will survey parent/student interest each summer.
- Purchasing a K-12 Social/Emotional Curriculum to support students' social/emotional needs and development.
- Hiring a health aide to assist with COVID-19 testing, notification, and support of students.
- Professional Development for staff to focus and address individual student learning needs -- Professional Learning Communities.

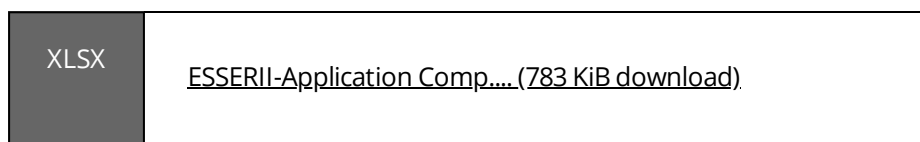
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will use Fastbridge for both academic and social-emotional data to more frequently measure, monitor, and intervene as needed. Additionally, Fastbridge will help us to continually evaluate the positive impact of an SEL curriculum adoption. We will also use the Kansas Assessment Program for summative academic data to measure the impact of our student learning interventions between years.

## Notes on ESSER II application Excel template:

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

authorizing statute or implementing regulations for that program.

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

## Certification

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

Electronic Signature | Ryan Bradbury

Date | 10/06/2021

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USD	District Name	Data as of
289	Wellsville	10/18/2021

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
289-1-001-20211109	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	The COVID-19 pandemic exposed the need for us to have access to and support from a Literacy Specialist to work with students and staff. This position/person will assist staff in teaching literacy by reviewing data, modeling instructional strategies, and supporting students. This will help us identify and respond to any learning loss in the area of reading and literacy, both past and present, working to ensure all students achieve proficiency in literacy.	\$ 90,000	\$ -	\$ 45,000	\$ 45,000	\$ -	7	



289-1-002-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	The COVID-19 pandemic taught us that we need to provide support to students who need additional help in mathematics. This position will help address learning loss in the area of mathematics, both past and present, working to ensure all students achieve proficiency.	\$ 65,365	\$ -	\$ 56,000	\$ 9,365	\$ -	7	
289-1-003-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	The COVID-19 pandemic illuminated the need for us to offer summer learning opportunities. Students in grades K-5 had the opportunity to attend a two week summer school during the summer of 2021. These funds will cover staff salaries and instructional materials. The additional summer opportunity supported all students including those who experienced learning loss and needed additional supports.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	7	Program information requested; Applicant responded via email: 2 weeks (8 days), 4 teachers, 30 students, grades K-5.

289-1-004-2021109	Eligible	Direct Allocation	Support Services	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The COVID-19 pandemic helped us understand that we need to be ready at all times to safely and effectively facilitate learning through technology. Go Guardian is a technology program that provides teachers effective and efficient way to manage and operate technology in a 1:1 environment and support student learning.	\$ 5,165	\$ -	\$ 5,165	\$ -	\$ -	7	
289-1-005-2021109	Eligible	Direct Allocation	Support Services	Purchased Property Services	10. Providing mental health services and supports	The COVID-19 pandemic caused learning loss in the area of social and emotional learning. The purchase of the Leader in Me social and emotional curriculum will support both teachers and students identifying and responding to social and emotional needs.	\$ 19,588	\$ -	\$ 19,588	\$ -	\$ -	7	
289-1-006-2021109	Eligible	Direct Allocation	Support Services	Purchased Property Services	12. Addressing learning loss among students, including vulnerable populations	The COVID-19 pandemic caused academic learning loss for our students. To identify the depth and breadth of this learning loss, we will use FastBridge. This will assist teachers in screening for ongoing needs and supports in math, reading, and literacy.	\$ 5,625	\$ -	\$ 5,625	\$ -	\$ -	7	

289-1-007-20211109	Eligible	Direct Allocation	Support Services	Personal Services - Salaries	2. Coordination of COVID-19 preparedness and response efforts	The COVID-19 pandemic exposed our need for additional health office personnel support. The Nurse's Aide position is necessary for us to be able to support students' medical needs, manage quarantine information, and will support the needs of staff health throughout the pandemic and beyond.. The funds would be used for the salary of this position.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	7	
289-1-008-20211109	Eligible	Direct Allocation	Support Services	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	The COVID-19 pandemic taught us that we need additional time and a framework for teachers to intentionally collaborate and address or solve complex student learning and behavioral challenges. To address this we will move forward with professional learning community (PLC) professional development and implementation. This will support teachers and administrators in implementing PLCs, allowing teachers time to have targeted conversations related to student learning and ways to respond and support students who have experienced learning loss.	\$ 6,500	\$ -	\$ 6,500	\$ -	\$ -	7	Program information requested; Applicant responded via email: The \$6500 is the cost of the introductory training for approximately 75 staff to be trained in implementing professional learning communities. The training is provided by Dr. Kim Nichols via Solution Tree. During COVID-19 we saw learning loss that required innovative solutions in addressing learning loss and supporting students needs during the pandemic. PLCs will allow teachers time to have targeted conversation related to student learning and ways to respond and support students who have experienced learning lost.

**Kansas CommonApp (2020)**

1477-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jEaRGMXj

# 307 ELL-SALINE ESSER II PLAN 421

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## Applicant details

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**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 307 Ell-Saline

**Applicant / Mailing Address**

| 412 E Anderson, PO Box 157  
| Brookville, KS 67425-0157

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | browley@ellsaline.org

**Applicant / Phone Number** | 7852256813

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

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

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## Application details

Full District Name | Ell-Saline

District Number | 307

Mailing Address   Street Address	412 E Anderson, PO Box 157
Mailing   City	Brookville
Mailing Address   Zip Code	67425
Authorized Representative of the District   Name	Brian Rowley
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	browley@ellsaline.org
Authorized Representative of the District   Phone Number	+17852256813
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	akrone@ellsaline.org

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

COVID-19 has had much impact on our district. The impact has not been in relation to people catching the virus but due to the many steps we have taken to keep our students safe we have experienced extra costs, students have experienced learning loss and our students and staff have had increased stress and other negative emotional issues. Our students experienced learning loss in both Math and Reading in all grades. Staff morale is extremely low and we have had several people resign. Filling positions with qualified certified and classified staff is extremely difficult.

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

ESSER II Allocations will be spent to provide Summer School for our K-6 students which will include hands-on activities and field trips which we could not have included without the additional funding. Summer School will be utilized to try to help our students recover learning lost during the first year of the Pandemic. We will also purchase reading and math programs along with a virtual tutoring program and a Social Emotional curriculum to help our Middle School and High School students recover from their learning loss and improve their social emotional health after a year of isolation due to COVID-19. Additional PPE will be purchased to keep our students and staff safe. Our planning committee will meet quarterly to determine our progress and needs related to COVID-19. We will utilize ESSER II funds to help pay for substitute teachers to allow us to meet.

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 the impact of our ESSER II allocation expenditures by utilizing summative and formative testing throughout the school year and each year thereafter to check for improvement. Surveys will be given to our student population and data will be collected by our counselors to determine the social emotional health of our students and staff.

## Notes on ESSER II application Excel template:

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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



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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

other air cleaning, fans, control systems, and window and door repair and replacement.

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

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

## Certification

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

Electronic Signature | Brian Rowley

Date | 09/07/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
307	Ell-Saline	10/11/2021

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
307-1-001-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 307 is implementing a summer learning program for June-July of 2021 to address learning loss of our students due to the pandemic. Our summer program is running from June 14 to July 9 from 8 a.m to noon. We have almost half of our students planning to participate (92). We will have 6 staff members working and plan to take weekly off-site learning field trips. These funds will be used to pay staff members, purchase materials and curriculum, pay for transportation, and pay for any fees associated with the field trips. We will also pay Bus Driver Salaries for transportation related to Summer School. Six teachers will be paid for 6 hours per day for 20 days at \$20 per hour which amounts to \$14,400. Bus Drivers will be paid 24 hrs per week at \$17 per hour for 3 weeks accounting for \$1224. Curriculum and supplies will be budgeted to account for approximately \$5,000	\$ 20,624	\$ 20,624	\$ -	\$ -	\$ -	43-1000-111-02	Per narrative, ESSER II Allocations will be spent to provide Summer School for our K-6 students which will include hands-on activities and field trips which we could not have included without the additional funding. Summer School will be utilized to try to help our students recover learning lost during the first year of the Pandemic.
307-1-002-20211109	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	USD 307 will purchase Dreambox Math for the 2021-2022 SFY to address learning loss for our students due to the Pandemic. Through our assessments USD 307 has seen an increased number of students who have decreased in mathematical skills. This program will be used for individual and small group interventions for ELL students, students not meeting learning expectations as well as some whole group instruction.	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	43-1000-644-04	Per narrative, COVID-19 has had much impact on our district. Our students experienced learning loss in both Math and Reading in all grades.

307-1-003-20211109	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	USD 307 will purchase Reading Plus for the 2021-2022 SFY to address learning loss for our students due to the pandemic. Through our assessments USD 307 has seen an increased number of students who have decreased in reading skills. This program will be used for individual and small group interventions for ELL students, students not meeting learning expectations as well as some whole group instruction.	\$ 16,140	\$ 16,140	\$ -	\$ -	\$ -	43-1000-644-04	Per narrative, COVID-19 has had much impact on our district. Our students experienced learning loss in both Math and Reading in all grades.
307-1-004-20211109	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	USD 307 will purchase Virtual Tutor Solutions for the 2021-2022 SFY to address learning loss for our students due to the pandemic. Through our assessments USD 307 has seen an increased number of students who have decreased in academic skills. This program will be used for individual and small group interventions for ELL students, students not meeting learning expectations as well as some whole group instruction.	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	43-1000-644-04	Per narrative, We will also purchase reading and math programs along with a virtual tutoring program and a Social Emotional curriculum to help our Middle School and High School students recover from their learning loss and improve their social emotional health after a year of isolation due to COVID-19.
307-1-005-20211109	Eligible	Direct Allocation	Instruction	Textbooks	10. Providing mental health services and supports	We will purchase Chris in the Classroom curriculum for the 2021-2022 SFY to address the mental health needs of our students associated with COVID-19.	\$ 1,997	\$ 1,997	\$ -	\$ -	\$ -	43-1000-644-04	
307-1-006-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	We will purchase masks for all students and staff for the 2021-2022 SFY to help reduce the risk of COVID-19 to our students and staff . We will purchase rags and spray bottles for cleaning the facilities as well as wipes and disinfecting sprays.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	43-2600-619-00	
307-1-007-20211109	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	2. Coordination of COVID-19 preparedness and response efforts	We will pay substitute teachers during the 21-22 SFY so our teachers can meet to evaluate our COVID-19 Situation and prepare for the remainder of the year. Eight teachers will meet as part of committee four times during the year and we will pay substitutes \$120 per day which equals \$3840.	\$ 3,840	\$ -	\$ 3,840	\$ -	\$ -	43-1000-115-02	Per narrative, Our planning committee will meet quarterly to determine our progress and needs related to COVID-19. We will utilize ESSER II funds to help pay for substitute teachers to allow us to meet.

307-1-008-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We will pay ALL STAFF employed in November 2021 a \$1000 Premium Retention Stipend in response to their continuing to work for our district and provide additional support and efforts related to COVID-19. Eighty-Four staff members will be paid \$1000 equallying \$84,000.	\$ 84,000	\$ -	\$ 84,000	\$ -	\$ -	43-1000-111-00	
307-1-009-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We will pay ALL STAFF employed in November 2022 a \$1000 Premium Retention Stipend in response to their continuing to work for our district and provide additional support and efforts related to COVID-19. Eighty-Four staff members will be paid \$1000 equallying \$84,000. \$31278 of this will be paid with ESSER II funds and the remainder will be paid with ESSER III funds.	\$ 31,278	\$ -	\$ -	\$ 31,278	\$ -	43-1000-111-00	



ZAOvENJX

## 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.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Jackson Heights USD 335
<b>Applicant / Mailing Address</b>	
12692 266th Road	
Holton, KS 66336	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Jim Howard
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	jim.howard@jhcobras.net
<b>Applicant / Phone Number</b>	7853642194

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	North Jackson County
District Number	335
Mailing Address   Street Address	12692 266th Rd
Mailing   City	Holton
Mailing Address   Zip Code	66436
Authorized Representative of the District   Name	Jim Howard
Authorized Representative of the District   Position or Title	Superintendent of Schools

Authorized Representative of the District | jim.howard@jhcobras.net  
Email Address

Authorized Representative of the District | +17853642194  
Phone Number

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.

As with all schools in Kansas, COVID-19 has had a significant impact on the learning and success of our students. Besides the missed opportunities due to school shutdowns, quarantines, and online education, we have also seen a significant decline in the academic performance of many of our students. When giving the MAP testing this fall, we found that nearly 46% of our students 1-12 were Non-Proficient in math and 40% in reading, with almost 80% of 2nd graders being non-proficient. They were the hardest hit due to losing much of the kindergarten year and having less than ideal circumstances during first grade.

Math Fall Non-Proficient Reading Non-Proficient

1st 38.10% 1st 38.10%  
2nd 73.91% 2nd 78.26%  
3rd 26.09% 3rd 21.74%  
4th 43.33% 4th 30.00%  
5th 50.00% 5th 36.36%  
6th 36.67% 6th 30.00%  
7th 59.26% 7th 37.04%  
8th 58.33% 8th 50.00%  
9th 45.71% 9th 42.86%  
10th 26.32% 10th 15.79%  
11th 37.50% 11th 41.67%  
12th 45.16% 12th 41.94%  
Totals 45.79% Totals 39.25%

While this is just one measurement it really gives an indication of the challenges we face as we attempt to return to normal this 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 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 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 (ASHRAE) specifications for indoor 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?

This will help to ensure safe air quality and thus allow students to stay in school. We will be monitoring student growth measurements three times each year and are certain we can make up for the loss in learning as long as we can keep kids in school and safe.

### Notes on ESSER II application Excel template:

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

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



## Local Education Agency (LEA) Assurances

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives

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

## Certification

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

Electronic Signature | Jim Howard

Date | 09/27/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
335	North Jackson	10/11/2021

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
335-1-001-20211109	Eligible	Direct Allocation	Other Facilities Acquisition and Construction	Debt Service & Miscellaneous	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 335 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 335 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.	\$ 195,499	\$ 195,499	\$ -	\$ -	\$ -	22500	Allowable if CDC guidelines are met. Capitol Improvement documents required.

**Kansas CommonApp (2020)**

1626-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XzLKKOQd

# 407\_Russell\_ESSERIIPlan\_Submi

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## Applicant details

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

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

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 407

**Applicant / Mailing Address**

| 802 N. Main  
Russell, KS 67665

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | sswayne@usd407.org

**Applicant / Phone Number** | 7854832173

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

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

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## Application details

Full District Name | Russell County Schools

District Number | 407

Mailing Address   Street Address	802 N. Main
Mailing   City	Russell
Mailing Address   Zip Code	67655
Authorized Representative of the District   Name	Shelly Swayne
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	sswayne@usd407.org
Authorized Representative of the District   Phone Number	+17854832173
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 407 offered both remote and in person attendance options throughout the COVID- 19 impacted school year, 2020-2021. Student academic screeners indicated that 1-12 students came to school 27% less ready to learn or at grade level in reading than in years prior. This is a direct impact to COVID- 19 driven shut down of schools. Secondary students, 6-12, experienced significant social emotional needs as measured by discipline referrals and zones of regulation. Students were more violent (29% increase in physical fights), and electronically motivated into bullying or fighting (33% increase).

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

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

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

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

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

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

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

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

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

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

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

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

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

USD 407 plans to focus the 65% (\$418,000) of the ESSER II funding on items 13 and 14 in the uses to improve the health and safety of student facilities. Ruppenthal Middle School is a 1938 WPA project whose air exchange system and fresh air ventilation are archaic. Secondly, Simpson Elementary School's PK-1 population will benefit from HVAC implementation as the lowest IAQ marks for USD 407. The student and staff health and wellbeing for a safe environment for learning is of the utmost importance with this significant financial support.

Total costs of this RMS and SES systems is \$5,800,000 for a 4 pipe fresh air system and split furnace system respectively.

Secondly the recruitment of teachers and support staff to support, instruction and create programming for students is essential to USD 407. With nine retirees in 2021, USD 407 took measures to retain the staff employed with a premium for their work during the 2020-2021 school year. Beyond that, the necessity to retain staff became evident; offering licensed and support staff an enrichment for remaining in the district.

Finally, USD 407 is attacking the more than 22% loss of academic success with student summer learning opportunities.

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 addition of IAQ for students and staff at Ruppenthal Middle School will increase the attendance and classroom engagement. USD 407 anticipates a 50% reduction in truancy due to the overall health and wellbeing of students in the

building. The measurements of attendance via our PowerSchool SIS will detail this impact.

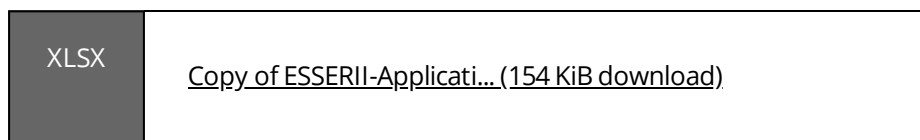
Classroom engagement will increase as teachers/ staff are presented with a healthy environment for education by stabilizing IAQ on at a reliable level. The measured success will be seen in staff attendance rates, academic screeners, academic progress monitoring, and KS Assessment scores.

Finally, success in Social Emotional Learning will be found in a 30% decrease in bullying and physical altercation by Fall, 2023.

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

## Certification

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

Electronic Signature | Shelly Swayne

Date | 10/04/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
407	Russell County	10/18/2021

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
407-1-001-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	HVAC needs are highly concerning due to the inability to filter and condition air quality in very old facilities. IAQ focus is imperative to reduce illness and create a healthy working space for children and staff. Focused first on RMS where positivity rates among students were highest in FY21	\$ 404,856	\$ -	\$ 202,428	\$ 202,428	\$ -	70 2600 430 014	Per narrative, USD 407 plans to focus the 65% (\$418,000) of the ESSER II funding on items 13 and 14 in the uses to improve the health and safety of student facilities. Ruppenthal Middle School is a 1938 WPA project whose air exchange system and fresh air ventilation are archaic. Secondly, Simpson Elementary School's PK-1 population will benefit from HVAC implementation as the lowest IAQ marks for USD 407. The student and staff health and wellbeing for a safe environment for learning is of the utmost importance with this significant financial support. Allowable if CDC guidelines are met. This is a capital improvement and requires the necessary paperwork.

407-1-002-2021109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer learning to bridge gaps in both learning and create social emotional safety for students.	\$ 41,640	\$ -	\$ 20,820	\$ 20,820	\$ -	70 1000 110	Per narrative, USD 407 is attacking the more than 22% loss of academic success with student summer learning opportunities. Per applicant, Summer learning to bridge gaps in both learning and create social emotional safety for students. FY22 and FY23: Summer learning jump start K-5 w/ 6 licensed and 6 non-licensed staff. 6-12 credit recovery w/ 3 licensed staff. Summer program is 8:30 - 11:30, Monday - Thursday for 3 weeks. Students for 6-12 is 30-40. Students for K-5 is 70- 90.
407-1-003-2021109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Retatinig staff for FY22 is crucial to COVID response as students must find consistency in learning and social emotional needs	\$ 128,500	\$ -	\$ 55,500	\$ 73,000	\$ -	70 1000 110	Per narrative, With nine retirees in 2021, USD 407 took measures to retain the staff employed with a premium for their work during the 2020-2021 school year. Beyond that, the necessity to retain staff became evident; offering licensed and support staff an enrichment for remaining in the district. Per applicant, Retatinig staff for FY22 is crucial to COVID response as students must find consistency in learning and social emotional needs. FY22: 196 staff @ \$300 each. FY23: 86 staff @ \$500, 100 staff @ \$200. Retention is paid out November 01.

407-1-004-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Creating a .5 FTE to help de-escalate and ensure safety with middle school students is crucial as FY21 saw 2 attempted suicides in the MS. This position counsels and tracks social emotional needs and responses.	\$ 47,860	\$ -	\$ 23,313	\$ 24,547	\$ -	70 1000 110	Per narrative, Secondary students, 6-12, experienced significant social emotional needs as measured by discipline referrals and zones of regulation. Students were more violent (29% increase in physical fights), and electronically motivated into bullying or fighting (33% increase).
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**Kansas CommonApp (2020)**

1735-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



gowneV/mg

# 490\_ElDorado\_ESSER II Plan\_0927

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Applicant details

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

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

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | El Dorado Public Schools

**Applicant / Mailing Address**

| 124 W. Central Ave.  
| El Dorado, KS 67042

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | ttosh@eldoradoschools.org

**Applicant / Phone Number** | 316-322-4800

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

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

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

**Fiscal Agent / Name (if applicable)** | Kathy Robertson

**Fiscal Agent / Email (if applicable)** | karobertson@eldoradoschools.org

**Fiscal Agent / Mailing Address (if applicable)**

124 W. Central Ave.  
El Dorado, KS 67042

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Application details

Full District Name	El Dorado Schools
District Number	490
Mailing Address   Street Address	124 W. Central
Mailing   City	El Dorado
Mailing Address   Zip Code	67042
Authorized Representative of the District   Name	Teresa Tosh
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	ttosh@eldoradoschools.org
Authorized Representative of the District   Phone Number	+13163224800
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 can be seen in multiple data areas. In terms of student well-being, our data in Panorama shows a decrease in skills regarding self-management (32% not proficient), grit (51% not proficient), self-efficacy (52% not proficient), and emotional regulation (54% not proficient). In addition, our student achievement NWEA data shows growth decreases in the areas of math (below the 21st percentile: 33% in grade 3, 25% in grade 5, 29% in grade 7, and 16% in grade 9) and reading (below the 21st percentile: 15% in grade, 30% in grade 5, 26% in grade 7, and 16% in grade 9).

We have concern for our students with disabilities. At the middle school level, we currently have more than 20% students being identified with unique learning needs. With that in mind, we have redesigned our service delivery models to better provide learning opportunities for students. We have seen decreased behaviors with this model and expect to see additional gains in academics as well. We continue to monitor student data and IEP goals for our students.

For staff needs, we have seen an increase in mental health services accessed by staff throughout this last year. The Mental Health Intervention Team Grant services provided to students has also increased this year by more than 60%.



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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).

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

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

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

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

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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 II money will be used to compensate student and professional learning needs of the district. To meet the social emotional needs, we are expanding our Capturing Kids' Hearts implementation. The district will offer an expanded virtual program serving grades K-12 to meet the needs of students who excelled in a remote setting. We are providing professional learning around academic and social emotional intervention. Money has been allocated for substitute teachers to allow us to not only cover classrooms, but to also allow teachers to attend the district's professional learning opportunities. Premium pay will be offered for staff. For environmental safety, we are updating HVAC systems and web-based controls where needed. We are purchasing devices for students and staff to get all devices current for any in-class or at-home learning and instruction.

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

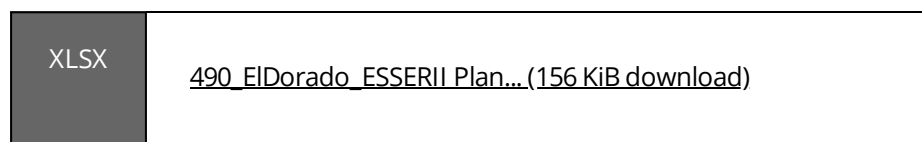
The district has a walk-through document for Capturing Kids' Hearts that will be used to monitor implementation and help to identify areas of strength and continued growth. We will be monitoring NWEA and FastBridge data to determine student growth. The Wellness committee will monitor absences and illnesses to ascertain effectiveness of the HVAC systems. Our instructional walk-through document identifies the SAMR model for technology integration. We will be using that to monitor the impact of devices.

Implementation of professional learning will take place during principals' meetings each month. Walk-through data will be pulled and analyzed for instructional growth. We will pair that information with student learning data to determine future professional learning needs.

### Notes on ESSER II application Excel template:

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

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



## Local Education Agency (LEA) Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

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§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

## Certification

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

Electronic Signature | Teresa Tosh

Date | 09/27/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
490	El Dorado	10/18/2021

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
490-1-001-20211109	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	Longterm Building Subs to cover staff outages out for isolation and/or quarantine due to Covid. Each of the 6 buildings has 1 longterm building sub.	\$ 225,000	\$ -	\$ 225,000	\$ -	\$ -	89-1000-112-001-00	
490-1-002-20211109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	Employer Paid Items related to Long Term Subs - FICA and Medicare	\$ 17,190	\$ -	\$ 17,190	\$ -	\$ -	89-1000-221-001-00	
490-1-003-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Employer Paid Items related to Long Term Subs - Unemployment Insurance	\$ 23	\$ -	\$ 23	\$ -	\$ -	89-1000-291-001-00	
490-1-004-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Virtual K-8 Teacher to support families/students who were uncomfortable and/or high risk coming in person due to Covid. Virtual was expanded to full K-8 and additional teacher was necessary.	\$ 50,776	\$ -	\$ 50,776	\$ -	\$ -	89-1000-110-000-00	

490-1-005-2021109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	Virtual K-8 Teacher - FICA and Medicare	\$ 3,808	\$ -	\$ 3,808	\$ -	\$ -	89-1000-221-001-00	
490-1-006-2021109	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Virtual K-8 Teacher - Health Insurance	\$ 6,840	\$ -	\$ 6,840	\$ -	\$ -	89-1000-214-001-00	
490-1-007-2021109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Virtual K-8 Teacher - Unemployment	\$ 77	\$ -	\$ 77	\$ -	\$ -	89-1000-291-001-00	

490-1-008-20211109	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay Stipends as an incentive to keep high quality staff during the pandemic. This was calculated at \$1,000 per staff member that will be paid on November 20 payroll.	\$ 379,000	\$ -	\$ 379,000	\$ -	\$ -	89-2213-330-001-00	The district plans to provide this amount for retention pay on the November 20 payroll.
490-1-009-20211109	Eligible	Direct Allocation	Social Work Services	Other Professional Services	3. Providing principals and other school leaders with resources to address individual school needs	Capturing Kids Hearts FY22. This professional development (trained every staff member in the district) so that the Capturing Kids Hearts strategy can be used district wide to support the social emotional needs of students that have become greater during the pandemic.	\$ 59,500	\$ -	\$ 59,500	\$ -	\$ -	89-2113-340-001-00	
490-1-010-20211109	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Training Stipends. Professional learning summer camp for staff for 1-2 week intensive strategies camp to address learning loss for students during the pandemic. This includes a stipend for each who attend @ \$500 per week. The summer professional learning is needed due to the lack of availability of subs to cover for teachers to receive professional learning during the school year due to Covid.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	89-2213-330-001-00	



490-1-011-2021109	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	Sub Expenses for FY22. A fulltime sub is at each building, however the need for additional subs to cover additional classes in isolation or quarantine due to covid is still accute. This amount is based on previous year's numbers of subs needed to cover teachers quarantined and isolated classes due to Covid.	\$ 168,000	\$ -	\$ 168,000	\$ -	\$ -	89-1000-112-001-00	
490-1-012-2021109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	FICA and Medicare for FY22 Subs	\$ 12,684	\$ -	\$ 12,684	\$ -	\$ -	89-1000-221-001-00	
490-1-013-2021109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Unemployment for FY22 Subs	\$ 168	\$ -	\$ 168	\$ -	\$ -	89-1000-291-001-00	
490-1-014-2021109	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Balance for Staff Devices partially purchased with CARES Funds. Many devices (particularly the older ones) were damaged and not as capable of handling the technology demand for teaching and learning in remote/virtual settings. This cost covers the remainder of replacement of approximately 6 i-pads & laptops that were to be initially funded with CARES funds, but the amount was insufficient.	\$ 4,979	\$ -	\$ 4,979	\$ -	\$ -	89-1000-736-001-00	

490-1-015-20211109	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Student and Staff Devices for to replace outdated items. This cost is for replacing approx 520 iPads & laptops across the district to replace outdated technology that cannot support programs for virtual and remote learning (due to absence for Covid quarantine) successfully as well as replacing/repairing devices that were damaged last year. All devices are 6+ years old and cost of repair in some cases is not cost effective when compared to purchasing new devices.	\$ 463,445	\$ -	\$ 463,445	\$ -	\$ -	89-1000-736-001-00	Added additional information regarding age of equipment to be replaced (6+ years) to replace a total of 520 ipads and laptops so that programs for virtual and remote learning can be accessed when students are in those setting due to quarantine for Covid. Additionally, due to remote learning last year, a number of ipads and laptops were damaged. In many cases the cost to repair is more expensive that purchasing new devices.
490-1-016-20211109	Eligible	Direct Allocation	Instructional Staff Training Services	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA and Medicare for Premium Pay	\$ 28,956	\$ -	\$ 28,956	\$ -	\$ -	89-2213-221-001-00	
490-1-017-20211109	Eligible	Direct Allocation	Instructional Staff Training Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Premium Pay	\$ 1	\$ -	\$ 1	\$ -	\$ -	89-2213-290-001-00	

## ESSER II Change Request Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS							
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	101	Erie-Galesburg	427	54%	\$ 601,062	\$ 601,062	100%	\$ 601,062	\$ 601,062	\$ -	100%	\$ 1,409
2	111	Doniphan West Schools	293	30%	\$ 186,406	\$ 179,300	96%	\$ 186,406	\$ 186,406	\$ 7,106	100%	\$ 637
3	214	Ulysses	1,522	64%	\$ 1,091,201	\$ 133,010	12%	\$ 1,091,201	\$ 1,091,201	\$ 958,191	100%	\$ 717
4	256	Marmaton Valley	236	45%	\$ 220,083	\$ 209,900	95%	\$ 220,083	\$ 220,083	\$ 10,183	100%	\$ 933
5	257	Iola	1,104	56%	\$ 1,350,095	\$ 1,322,080	98%	\$ 1,350,095	\$ 1,350,095	\$ 28,015	100%	\$ 1,223
6	258	Humboldt	550	36%	\$ 419,308	\$ 268,668	64%	\$ 203,350	\$ 203,350	\$ (65,318)	48%	\$ 370
7	325	Phillipsburg	580	38%	\$ 317,916	\$ 317,916	100%	\$ 317,916	\$ 317,916	\$ -	100%	\$ 549
8	338	Valley Falls	380	36%	\$ 134,927	\$ 43,259	32%	\$ 134,925	\$ 134,925	\$ 91,666	100%	\$ 355
9	343	Perry Public Schools	728	35%	\$ 324,882	\$ 303,577	93%	\$ 209,288	\$ 209,288	\$ (94,289)	64%	\$ 287
10	364	Marysville	747	48%	\$ 504,336	\$ 461,573	92%	\$ 427,213	\$ 427,213	\$ (34,360)	85%	\$ 572
11	365	Garnett	923	50%	\$ 717,952	\$ 717,952	100%	\$ 717,952	\$ 717,952	\$ -	100%	\$ 778
12	396	Douglass Public Schools	616	36%	\$ 255,440	\$ 251,916	99%	\$ 219,943	\$ 219,943	\$ (31,973)	86%	\$ 357
13	415	Hiawatha	938	48%	\$ 750,300	\$ 289,625	39%	\$ 750,300	\$ 750,300	\$ 460,675	100%	\$ 800
14	419	Canton-Galva	295	39%	\$ 142,792	\$ 142,792	100%	\$ 142,792	\$ 142,792	\$ -	100%	\$ 484
15	467	Leoti	395	49%	\$ 260,823	\$ 126,827	49%	\$ 260,823	\$ 260,823	\$ 133,996	100%	\$ 660
16	489	Hays	3,081	38%	\$ 1,635,951	\$ 1,635,951	100%	\$ 1,635,951	\$ 1,635,951	\$ -	100%	\$ 531
17	497	Lawrence	9,992	31%	\$ 6,039,481	\$ 6,039,481	100%	\$ 6,039,481	\$ 6,039,481	\$ -	100%	\$ 604
<b>Total</b>			<b>22,804</b>	<b>39%</b>	<b>\$ 14,952,955</b>	<b>\$ 13,044,889</b>	<b>87%</b>	<b>14,508,781</b>	<b>\$ 14,508,781</b>	<b>\$ 1,463,892</b>	<b>97%</b>	<b>\$ 636</b>

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

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

**Kansas CommonApp (2020)**

2155-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



BvKAnIdL

# 101\_Erie/Galesburg\_ESSER II\_Change

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## Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 101 Erie/Galesburg
<b>Applicant / Mailing Address</b>	
205 S. Main	
Erie, KS 66733	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	TROY DAMMAN
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	tdamman@usd101.com
<b>Applicant / Phone Number</b>	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.)

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## Application details

Full District Name	Erie/Galesburg
District Number	101

Mailing Address   Street Address	205 S. Main
Mailing   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?	Yes
Other District Representative 1   Email Address	ttromsness@usd101.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.

There has been some impact of the Covid-19 in our district with most of the impact at the elementary level. This is primarily due to the inability to receive vaccines and parents not willing to have their children wear masks to school. The social impact has been difficult for students because it is difficult to fully communicate while having a mask on and it allows individuals to try and hide behind the masks. Some learning loss has occurred, but overall, most of the students have done well with on their test scores. Our Sped population has not been impacted any more than our regular ed population. Our current PreK-12 enrollment is 461.

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

Our current application is to update expenses. The original application included more funds being utilized for HVAC upgrades and our final costs ended up being less than our initial bid expectations. We are looking to use the differences in the savings to pay premium payments to staff for retention and hiring reasons. We have continued to experience difficulty in finding individuals to fill our open positions across all disciplines in the districts.

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 additional staff will support the needs for cleaning our facilities, provide bus drivers, teachers in the buildings, support staff to help with student needs, and to support all areas of employment.

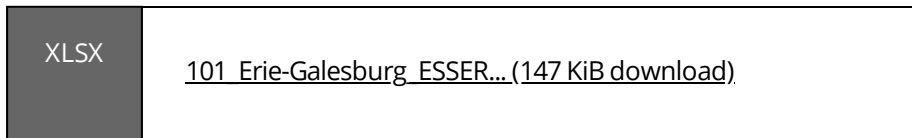
### **Notes on ESSER II application Excel template:**

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

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

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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



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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

## Certification

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

Electronic Signature | Troy Damman

Date | 09/27/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
101	Erie-Galesburg	10/11/2021

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
101-1-001-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Change Request - HVAC UPGRADE AT THE ELEMENTARY AND MIDDLE SCHOOL TO HELP WITH AIR QUALITY AND PURIFICATION	\$ 469,388	\$ 469,388	\$ -	\$ -	\$ -	40590	Change Request: Previously approved for \$550,000 SFY 2021, at the 6/9/2021 State Board. Allowable if CDC guidelines are met. Capitol Improvement documentation required.
101-1-002-20211109	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	Approved at the 6/9/2021 State Board
101-1-003-20211109	Eligible	Direct Allocation	Support Services (Students)	LEA Payments to COOPs/Integrals	11A. Planning and implementing summer learning or enrichment programs	Before/after school services	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	40585	Approved at the 6/9/2021 State Board
101-1-004-20211109	Eligible	Direct Allocation	Instruction	Purchased Professional & 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	Approved at the 6/9/2021 State Board

101-1-005-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item - Premium pay to hire and retain staff	\$ 40,306	\$ 40,306	\$ -	\$ -	\$ -	40200	New Line Item; Applicant responded via email: There will be a total of 46 certified staff that will be paid a premium payment. Certified staff will receive a payment of 876.00. Payment is scheduled to be paid in Novemeber of 2021 once payroll is determined.
101-1-006-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item - Premium pay to hire and retain staff	\$ 34,663	\$ 34,663	\$ -	\$ -	\$ -	40210	New Line Item; Applicant responded via email: There will be a total of 52 Classified staff that will be paid a premium payment. Classified staff will receive a payment of 666.60. Payment is scheduled to be paid in Novemeber of 2021 once payroll is determined.
101-1-007-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item - Premium pay to hire and retain staff	\$ 5,643	\$ 5,643	\$ -	\$ -	\$ -	40215	New Line Item

**Kansas CommonApp (2020)**

2148-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



GgkzLgYG

# 111\_Doniphan West\_Esser II\_Change

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## Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 111 Doniphan West Schools
<b>Applicant / Mailing Address</b>	
PO Box 308	
402 E Main	
Highland, KS 66035	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Amy Lackey
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	alackey@usd111.org
<b>Applicant / Phone Number</b>	785-442-3286

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

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

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## Application details

Full District Name	Doniphan West Schools
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District Number	111
Mailing Address   Street Address	402 E Main
Mailing   City	Highland
Mailing Address   Zip Code	66035
Authorized Representative of the District   Name	Amy Lackey
Authorized Representative of the District   Position or Title	District Clerk
Authorized Representative of the District   Email Address	alackey@usd111.org
Authorized Representative of the District   Phone Number	+17854423286
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	mnewman@usd111.org
Other District Representative 2   Email Address	kpickman@usd111.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.

| Teachers and students are working hard to make up for any losses due to covid or quarantine.

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

Plan for additional funds is to give premium pay for staff members giving additional hours for sanitizing and preparing lessons for students out with covid or quarantine and working with those upon return

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

Impact will be determined through quarterly testing and the results of EOY state testing

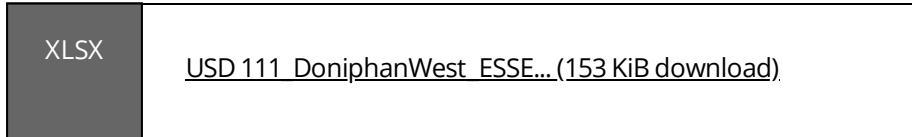
### **Notes on ESSER II application Excel template:**

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

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

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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



accounting for Federal funds.

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title

31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

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

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

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

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

Providing principals and 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.

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

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

practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

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

Electronic Signature | Amy Lackey

Date | 09/23/2021

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USD	District Name	Data as of
111	Doniphan West	10/11/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
111-1-001-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	10. Providing mental health services and supports	Continue social worker started with Esser I and 1 support aide in the classroom	\$ 72,000	\$ -	\$ 72,000	\$ -	\$ -	06.1000.121	Approved at 7/13/2021 State Board Meeting. Per narrative, "Our data from Fastbridge in both reading and math showed the number of students needing support due to learning loss over the past 2 years because of the pandemic has increased. This pattern of learning loss is also present in our students with disabilities, at risk students both those in poverty and those at risk due to other reasons. This learning loss has affected approximately 70% of our 312 students. The use of ESSER funds will allow us to fund student support staff, research based curriculum...." "The district will use the funds to continue our program of student support by a school social worker added to our staff with ESSER 1 funds as well as 1 added support staff for the elementary."
111-1-002-20211109	Eligible	Direct Allocation	Instruction	Books and Periodicals	12. Addressing learning loss among students, including vulnerable populations	Purchasing curriculum items Wonders Reading, Soliday System, Fluency and Fitness, and Teachers Pay Teachers School Access	\$ 49,300	\$ -	\$ 49,300	\$ -	\$ -	06.1000.610	Approved at 7/13/2021 State Board Meeting. "To address our loss of learning we will be adding the curriculum components of the Soliday program, New Wonders reading program, and the Fluency and Fitness program."
111-1-003-20211109	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of two smart boards and carts, USB microscopes, USD document camers, and staff laptops	\$ 58,000	\$ -	\$ 58,000	\$ -	\$ -	06.1000.	Approved at 7/13/2021 State Board Meeting. "We will also be providing support to teachers by providing up to date material and equipment for use in their classrooms."

111-1-004-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium pay for staff doing additional work for students out with covid or quarantine, sanitizing, additional time	\$ 7,106	\$ -	\$ 7,106	\$ -	\$ -	06.1000.121	New Line Item. Per applicant, All 61staff will receive premium pay in the amount of \$600 with an anticipated payout in December 2021. All staff agree to the extra duty and responsibilities, including through the negotiated agreement. The local board approved the plan.
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**Kansas CommonApp (2020)**

2190-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 214\_Ulysses\_ESSER II Plan\_1004



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Applicant details

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

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**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD214

**Applicant / Mailing Address**

| 111 S Baughman  
| Ulysses, KS 67880

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | sfiggins@usd214.org

**Applicant / Phone Number** | 620-356-3655

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

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

**Applicant / Federal EIN (if applicable)** | 48-0699901

**Applicant / Website Address (if applicable)** | usd214.org

**Fiscal Agent / Name (if applicable)** | Stacy Figgins

**Fiscal Agent / Email (if applicable)** | sfiggins@usd214.org

**Fiscal Agent / Mailing Address (if applicable)**

111 S Baughman  
Ulysses, KS 67880

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## Application details

Full District Name | USD #214 - Ulysses

District Number | 214

Mailing Address | Street Address | 111 S Baughman

Mailing | City | Ulysses

Mailing Address | Zip Code | 67880

Authorized Representative of the District | Name | Stacy Figgins

Authorized Representative of the District | Position or Title | Business & Finance Director

Authorized Representative of the District | Email Address | sfiggins@usd214.org

Authorized Representative of the District | Phone Number | +16203563655

Would you like to additional district representatives to the application? | Yes

Other District Representative 1 | Email Address | dyounger@usd214.org

Other District Representative 2 | Email Address | sfiggins@usd214.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 214 – Ulysses has been fortunate in that we have lost a minimal amount of instructional time. One impact the pandemic has had on the district, is the unknown. How long will we be in school, will I get quarantined, what happens if we go remote, these are the questions that continue to caused anxiety among the students, staff, and parents. We have been successful at getting many students back in the classrooms and have offered extended learning programs to help address the loss of learning among our students.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

**Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**



Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD #214 is proposing the replacement of outdated and inefficient roof-top HVAC units at our schools. In addition to the replacement of these units, new HVAC controls would also be installed. The replacement of these units will provide improved indoor-air quality inside our schools. This shall be achieved by providing the correct amount of ventilation air as recommended by the American Society of Heating, Refrigerating, and Air-Conditioning Engineers. The new HVAC controls will allow the district to start the roof-top units prior to school starting and allow them to purge the building of contaminants to help improve indoor air quality. All the roof-top units that are proposed to be replaced are over 20 years old and are at the end of the expected life cycle. By providing new roof-top units and new HVAC controls, USD #214 will greatly improve the level of indoor air quality and allow the district greater control over its HVAC system. The new HVAC controls can help provide safe indoor air quality, energy savings, peak demand reduction, and reduction in service calls.

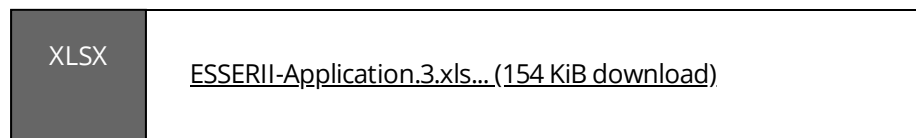
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD #214 Ulysses will determine the impact of ESSER II expenditures on students by the increase of instructional learning days for students after these changes are implemented. Did the expenditures have an impact on student learning? Did these expenditures help keep kids safe and in school? Was there less anxiety on students, parents and staff about the age and effectiveness of the HVAC units used in the classrooms? Were there fewer sickness related days after these improvements? These are some of the questions we will need to answer as the use of the ESSER II funds become a reality.

### Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

### Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Stacy Figgins

Date | 10/04/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
214	Ulysses	10/18/2021

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
214-1-001-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID has caused hardship and additional responsibilities on all of our employees and funds will be used to provide a \$750 premium pay retention incentive for 173 employees that will be paid in September	\$ 123,750	\$ -	\$ 123,750	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.
214-1-002-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC on premium pay retention incentive for instructional staff that will be paid in September	\$ 9,467	\$ -	\$ 9,467	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.

214-1-003-20211109	Eligible	Direct Allocation	Support Services (Students)	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID has caused hardship and additional responsibilities on all of our employees and funds will be used to provide a \$750 premium pay retention incentive for 10 employees that will be paid in September	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.
214-1-004-20211109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC on premium pay retention incentive for student support services staff that will be paid in September	\$ 874	\$ -	\$ 874	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.

214-1-005-20211109	Eligible	Direct Allocation	Support Services - Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID has caused hardship and additional responsibilities on all of our employees and funds will be used to provide a \$750 premium pay retention incentive for 5 employees that will be paid in September	\$ 3,750	\$ -	\$ 3,750	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.
214-1-006-20211109	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC on premium pay retention incentive for instructional support services staff that will be paid in September	\$ 287	\$ -	\$ 287	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.

214-1-007-2021109	Eligible	Direct Allocation	Support Services - General Administration	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID has caused hardship and additional responsibilities on all of our employees and funds will be used to provide a \$750 premium pay retention incentive for 3 employees that will be paid in September	\$ 2,250	\$ -	\$ 2,250	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.
214-1-008-2021109	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC on premium pay retention incentive for general administration staff that will be paid in September	\$ 172	\$ -	\$ 172	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.



214-1-009-20211109	Eligible	Direct Allocation	Support Services - School Administration	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID has caused hardship and additional responsibilities on all of our employees and funds will be used to provide a \$750 premium pay retention incentive for 17 employees that will be paid in September	\$ 12,750	\$ -	\$ 12,750	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.
214-1-010-20211109	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC on premium pay retention incentive for school administration staff that will be paid in September	\$ 975	\$ -	\$ 975	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.

214-1-011-20211109	Eligible	Direct Allocation	Central Services	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID has caused hardship and additional responsibilities on all of our employees and funds will be used to provide a \$750 premium pay retention incentive for 6 employees that will be paid in September	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.
214-1-012-20211109	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC on premium pay retention incentive for general administration support staff that will be paid in September	\$ 344	\$ -	\$ 344	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.

214-1-013-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID has caused hardship and additional responsibilities on all of our employees and funds will be used to provide a \$750 premium pay retention incentive for 20 employees that will be paid in September	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.
214-1-014-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC on premium pay retention incentive for operation and maintenance staff that will be paid in September	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.

214-1-015-20211109	Eligible	Direct Allocation	Student Transportation	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID has caused hardship and additional responsibilities on all of our employees and funds will be used to provide a \$750 premium pay retention incentive for 8 employees that will be paid in September	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.
214-1-016-20211109	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC on premium pay retention incentive for student transportation staff that will be paid in September	\$ 459	\$ -	\$ 459	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.

214-1-017-2021109	Eligible	Direct Allocation	Food Services Operations	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID has caused hardship and additional responsibilities on all of our employees and funds will be used to provide a \$750 premium pay retention incentive for 10 employees that will be paid in September	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, health care, administration, office, nutrition, custodial, maintenance and transportation, for a total of 252.
214-1-018-2021109	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC on premium pay retention incentive for food service staff that will be paid in September	\$ 574	\$ -	\$ 574	\$ -	\$ -	49	New Line Item  USD 214 Ulysses Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER II funds to provide a one-time \$750 Premium pay retention incentive for all staff for the
214-1-019-2021109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Additional Summer Pay for Teachers offering extended learning opportunities for students	\$ 17,080	\$ 7,069	\$ 10,011	\$ -	\$ -	49	New Line Item  Per common app narrative: USD 214 – Ulysses used funds to provide students opportunities this summer in enrichment and recovery programs for grades K-12 in our Summer Learning programs. We provided activities to help students continue their growth and improvement both

214-1-020-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	AdditionalSS/MC Tax on summer pay for teachers offering extended learning opportunities for students	\$ 1,292	\$ 526	\$ 766	\$ -	\$ -	49	New Line Item Per common app narrative: USD 214 - Ulysses used funds to provide students opportunities this summer in enrichment and recovery programs for grades K-12 in our Summer Learning programs. We provided activities to help students continue their growth and improvement both educationally and emotionally. We had approximately 29 kindergarten; 36 first grade; 24 second grade; 39 third grade; 35 fourth grade; 24 fifth grade; 67 middle school; 35 high school students participate. We had 14 certified staff teaching these summer school sessions from early June to mid-July.
214-1-021-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Pay for Teachers offering extended learning opportunities for students	\$ 7,050	\$ 7,050	\$ -	\$ -	\$ -	49	Approved at 6/9/2021 State Board Meeting
214-1-022-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	SS/MC Tax on summer pay for teachers offering extended learning opportunities for students	\$ 550	\$ 550	\$ -	\$ -	\$ -	49	Approved at 6/9/2021 State Board Meeting

214-1-023-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Non-Certified pay for staff working with summer extended learning opportunities for students	\$ 800	\$ 800	\$ -	\$ -	\$ -	49	Approved at 6/9/2021 State Board Meeting
214-1-024-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	SS/MC Tax on summer pay for non-certified staff working with summer extended learning opportunities for students	\$ 65	\$ 65	\$ -	\$ -	\$ -	49	Approved at 6/9/2021 State Board Meeting
214-1-025-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies for enrichment activities for summer extended learning opportunities for students	\$ 5,500	\$ 5,500	\$ -	\$ -	\$ -	49	Approved at 6/9/2021 State Board Meeting
214-1-026-20211109	Eligible	Direct Allocation	Instruction	Property	11A. Planning and implementing summer learning or enrichment programs	Equipment for enrichment activities for summer extended learning opportunities for students	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	49	Approved at 6/9/2021 State Board Meeting

214-1-027-2021109	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	Pay for hiring one additional school nurse due to needs created by COVID 19 related duties	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	49	Approved at 6/9/2021 State Board Meeting
214-1-028-2021109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC tax associated with pay for one additional nurse hired due to needs created by COVID 10 related duties	\$ 3,450	\$ -	\$ 3,450	\$ -	\$ -	49	Approved at 6/9/2021 State Board Meeting
214-1-029-2021109	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Partial funding (50%) for the Director of Student Learning. A new position added to address the needs of students created by loss of learning due to COVID 19 related circumstances	\$ 53,500	\$ -	\$ 53,500	\$ -	\$ -	49	Approved at 6/9/2021 State Board Meeting
214-1-030-2021109	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	SS/MC tax associated with pay for the Director of Student Learning due to needs created by loss of learning due to COVID 19 related circumstances	\$ 4,095	\$ -	\$ 4,095	\$ -	\$ -	49	Approved at 6/9/2021 State Board Meeting



214-1-031-20211109	Eligible	Direct Allocation	Building Improvements	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replacement of outdated and inefficient roof-top HVAC units and install new HVAC controls in order to improve indoor-air quality in our school buildings.	\$ 742,519	\$ 742,519	\$ -	\$ -	\$ -	49	New Line Item. Allowable if CDC guidelines are met
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**Kansas CommonApp (2020)**

2116-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



OydKQZPb

# 256\_Marmaton Valley\_ESSER II Plan\_0329 (copy)

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Marmaton Valley USD 256
<b>Applicant / Mailing Address</b>	128 West Oak Street Moran, Kansas 66755
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Kim Ensminger
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	ensminger@usd256.net
<b>Applicant / Phone Number</b>	6202374250

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name	Marmaton Valley School District
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District Number		256
Mailing Address   Street Address		128 West Oak Street
Mailing   City		Moran
Mailing Address   Zip Code		66755
Authorized Representative of the District   Name		Kim Ensminger
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		ensminger@usd256.net
Authorized Representative of the District   Phone Number		+16202374250
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		shenry@usd256.net
Other District Representative 2   Email Address		bcampbell@usd256.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has impacted our students district wide academically, mentally, and socially. Our fall MAP testing revealed that our students suffered a greater COVID slide than anticipated. Our winter testing session showed we had made gains, but 42% of our student in the elementary and 44% of our students in grades 7-12 scored below grade level in at least one subject area. We test reading, ELA, and math.

Our school has been open all year and we know students are being affected emotionally by COVID. We are fortunate to have an in-house counseling service for students. The number of families seeking services for their children has increased by 37% in our district. Quarantines have isolated students and cancellation of competitions have created one disappointment after another. It has had an emotional toll on many of our high school students who are used to being extremely involved in school activities. We have an increase in our chronic absentee rate particularly in the 7-12. Normally, we deal with 2 to 3 students. This year we are dealing with 11 students. Our D and F list has grown larger than we have ever had. Unfortunately, we have seniors who have dropped out of school despite our best efforts to encourage them to finish their senior year. Staffing has been a problem all year. We have unfilled custodial positions, bus driver positions, and para positions. Additionally, our special education program is understaffed in both buildings. COVID-19 has made people hesitate to work in schools.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

**Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We have broken down our ESSER II funding into four categories.

Funds that have already been allocated allowed us to hire two additional teachers and one paraprofessional to address

learning loss for the 2021-22 school year. Funds allocated for SEL needs have allowed us to purchase additional material to address student socio-emotional needs throughout the district. We continue to work through the process for funds to be released for HVAC equipment that has been approved by the state board of education. Additionally, we are amending our application and adding premium pay.

A \$1391.50 payment will be given to administrators (2) for the additional duties related to COVID including assisting the health department with contact tracing. All certified individuals (29) plus (3) secretaries will receive \$500.00; full time classified individuals (23) will receive \$400.00; and part-time classified individuals (4) will receive \$200.00 The additional pay is reasonable and necessary since all individuals have increased job-related duties during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 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 MAP scores throughout the 2021-2022 school year to determine the impact that interventionists hired with ESSER II funds has on student academic growth. We will also monitor other scores in the elementary such as Lexia, Star Math, Star Reading, and IXL diagnostics.

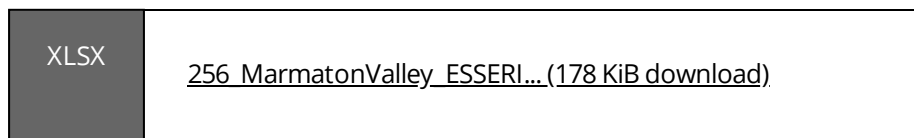
Socio-emotional gains will be monitored closely. Indicators monitored will be absenteeism, counselor referrals, grades, and involvement in school activities. We hope to drive the percentages downward using our “family time”, new SEL curriculum to tackle topics, and offering more social activities.

There is no guarantee that we will fill vacant support positions throughout the district. (NOTE: We were able to fill our teaching an para positions).

### Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Kimberly A. Ensminger

Date | 09/22/2021



Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
256	Marmaton Vall	10/11/2021

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
256-1-001-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The COVID-19 pandemic taught us that we need additional support staff for students. We will hire one additional paraprofessional to address the academic learning loss caused by COVID-19 (change request).	\$ 23,250	\$ 23,250	\$ -	\$ -	\$ -	23260	Change Request- Was approved for \$30,000 in SFY 2021.
256-1-002-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The COVID-19 pandemic taught us that we need additional strategic and targeted staff to support students. Two interventionists will be hired to address the learning loss caused by COVID-19 (change request).	\$ 115,250	\$ 115,250	\$ -	\$ -	\$ -	23261	Change Request- Was approved for \$121,000 in SFY 2021.
256-1-003-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	10. Providing mental health services and supports	The COVID-19 pandemic exposed the need for teachers and students to have access to and use an effective SEL curriculum to better identify and address the social and emotional needs of students.	\$ 2,800	\$ 2,800	\$ -	\$ -	\$ -	23200	Approved at 5/11/2021 State Board Meeting.
256-1-004-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	The COVID-19 pandemic heightened our awareness that our HVAC systems needs to be replaced for the health and safety of staff and students so that there is a means to draw in more fresh air and continuously purify the air using UV equipment. Currently, we are unable to do this in 2/3 of our high school building.	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	23200	Approved at 5/11/2021 State Board Meeting.

256-1-005-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	The COVID-19 pandemic requires more time from staff to ensure the health and safety of students and staff and we intend to compensate staff for their time: 500.00 secretaries; 400.00 for classified; 200.00 for part-time classified. Increased duties due to COVID-19 include addressing academic and social emotional learning loss, resource development, disinfecting, increased communications with students and families, increased preparation time due to quarantined students, and emotional support. (New Item)	\$ 11,500	\$ -	\$ 11,500	\$ -	\$ -	23260	New Line Item. Per narrative, A \$1391.50 payment will be given to administrators (2) for the additional duties related to COVID including assisting the health department with contact tracing. All certified individuals (29) plus (3) secretaries will receive \$500.00; full time classified individuals (23) will receive \$400.00; and part-time classified individuals (4) will receive \$200.00 The additional pay is reasonable and necessary since all individuals have increased job-related duties during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic. Payout plan is December.
256-1-006-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	The COVID-19 pandemic requires more time from staff to ensure the health and safety of students and staff and we intend to compensate staff for their time: 1391.50 for administration; 500.00 for certified Increased duties due to COVID-19 includes addressing academic and social emotional loss, resource developmen, disinfecting, increased communications with students and families, increased preparation time due to quarantined students, emotional support, and assisting health department with contact tracing. (New Item)	\$ 17,283	\$ -	\$ 17,283	\$ -	\$ -	23261	New Line Item. Per narrative, A \$1391.50 payment will be given to administrators (2) for the additional duties related to COVID including assisting the health department with contact tracing. All certified individuals (29) plus (3) secretaries will receive \$500.00; full time classified individuals (23) will receive \$400.00; and part-time classified individuals (4) will receive \$200.00 The additional pay is reasonable and necessary since all individuals have increased job-related duties during the 2021-22 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic. Payout plan is December.

**Kansas CommonApp (2020)**

2184-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



gpjwpPyL

# 257\_Iola\_ESSER II Plan\_1004

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 257 IOLA

**Applicant / Mailing Address**

| 305 North Washington  
| Iola, KS 66749

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Stacey Fager

**Applicant / Email Address of Owner, CEO, or Executive Director** | stacey.fager@usd257.org

**Applicant / Phone Number** | 620-365-4700

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)** | 48-0699446

**Applicant / Website Address (if applicable)** | www.usd257.org

**Applicant / Mission Statement (if applicable)**

| We educate ALL students for college and/or career readiness.

**Fiscal Agent / Name (if applicable)** | Marcie Boring  
**Fiscal Agent / Email (if applicable)** | marcie.boring@usd257.org  
**Fiscal Agent / Mailing Address (if applicable)**  
| 305 North Washington  
| Iola, KS 66749

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## Application details

**Full District Name** | IOLA  
**District Number** | 257  
**Mailing Address | Street Address** | 305 NORTH WASHINGTON  
**Mailing | City** | IOLA  
**Mailing Address | Zip Code** | 66749  
**Authorized Representative of the District | Name** | STACEY FAGER  
**Authorized Representative of the District | Position or Title** | SUPERINTENDENT  
**Authorized Representative of the District | Email Address** | stacey.fager@usd257.org  
**Authorized Representative of the District | Phone Number** | +16203654700  
**Would you like to additional district representatives to the application?** | Yes  
**Other District Representative 1 | Email Address** | marcie.boring@usd257.org  
**Other District Representative 2 | Email Address** | jenna.higginbotham@usd257.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We believe the impact of COVID-19 has been equal among all our students. We see the highest impact being social emotional needs specifically in our 6th-12th grade students. We are seeing this negative impact mostly in apathetic students whether they are learning from home or in the classroom. We feel it has taken 3/4ths of the year to get students to get back into the groove of learning and actively participating. We have seen less of this change from our elementary students. However, we

have seen an increase in social emotional needs from all grade levels in the aspect of worrying about their families. Students can feel the fear of parents losing their jobs and/or family members possibly falling ill from COVID, or worry that they themselves will become sick or take germs home.

We did have some learning loss from losing 4th quarter instruction and not having summer school in 2020. On average, 20% of each grade level scored lower in the fall of 2020 than they had previously in the fall of 2019 on our district screener.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our ESSER II funds directly impact the needs of COVID-19 for our students.

We are allocating ESSER II funds to updating technology for our classrooms. Providing one-to-one Chromebooks at all grade levels will lessen the spread by not having students share devices between classrooms. We are also purchasing Chromebook tubs that we can place three small tubs in a room providing the chance to social distance when students go to the Chromebook carts to retrieve their computers. By providing Chromebooks we are increasing educational opportunities for all students.

Purchasing a new math series will directly impact our math instruction. We are currently around 40% of students on level from our math screening. We are purchasing Reveal math for our K-5th grade students, which will help with our core instruction as well as differentiation for our tier 2 and tier 3 students. We have purchased teaching materials and manipulative kits for our classroom teachers, Special Education teachers, and Title teachers.

ESSER II Funds will purchase half of the cost of a new HVAC system for our middle school. The heating and cooling in our middle school intermittently works which causes unequal air ow. We have numerous rooms that run hot or cold and many rooms without windows. A quality HVAC system will provide industry standard air filtration and circulation within the building. This will not only help lessen the spread of airborne germs, but will also help our students be less fearful, knowing the air is owing, filtrated, and purified. Students will also be able to focus more and learn better with steady room temperatures and quiet air vents.

ESSER II funds will go towards allowable Greenbush services to help our district with providing environmental/custodial support, teacher and leadership training, and PAT.

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.

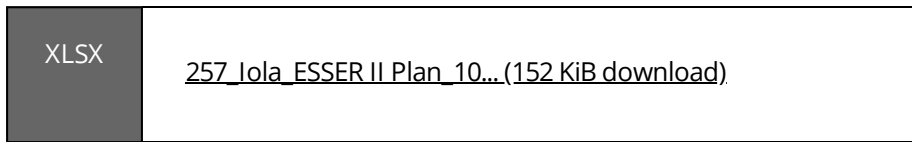
The Reveal Math series focusing on tier 2 and tier 3 students should have a direct impact on our Fastbridge screening scores and show that students are learning and retaining the knowledge.

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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:  
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]  
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)



[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and

requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Stacey Fager

Date | 10/04/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
257	Iola	10/18/2021

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
257-1-002-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS	\$ 7,700	\$ 7,700	\$ -	\$ -	\$ -	99872	Approved at 5/11/2021 State Board Meeting
257-1-003-20211109	Eligible	Direct Allocation	Vehicle Operation	Dues and Fees	11A. Planning and implementing summer learning or enrichment programs	SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS	\$ 3,300	\$ 3,300	\$ -	\$ -	\$ -	99876	Approved at 5/11/2021 State Board Meeting
257-1-004-20211109	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. CHARGING STATIONS/CASES TO AVOID CHROMEBOOKS BEING IN A CENTRALLY LOCATED AREA TO SPACE STUDENTS OUT AND ALLOW SOCIAL DISTANCING.	\$ 213,044	\$ 213,044	\$ -	\$ -	\$ -	99873	Approved at 5/11/2021 State Board Meeting

257-1-005-2021109	Eligible	Direct Allocation	Instruction	Textbooks	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	CURRICULUM TO PROVIDE FOR OUR SPED AND TITLE CLASSROOMS INCLUDING MANIPULATIVE KITS. THIS WILL ADDRESS UNIQUE NEEDS OF SPED AND TITLE STUDENTS THAT HAVE IDENTIFIED LEARNING GAPS DUE TO COVID.	\$ 56,836	\$ 56,836	\$ -	\$ -	\$ -	99874	Approved at 5/11/2021 State Board Meeting
257-1-006-2021109	Eligible	Direct Allocation	Operation & Maintenance of Plant	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 MIDDLE SCHOOL TO HELP WITH AIR QUALITY AND PURIFICATION TO LESSEN THE RISK OF COVID TRANSMISSION.	\$ 900,000	\$ 900,000	\$ -	\$ -	\$ -	99877	Approved at 5/11/2021 State Board Meeting
257-1-007-2021109	Eligible	Direct Allocation	Support Services General Administration	Purchased Professional & Technical Services	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	ENVIRONMENTAL COMPLIANCE/CUSTODIAL SUPPORT TO IMPROVE SANITATION AND MINIMIZE SPREAD OF COVID.	\$ 2,250	\$ 2,250	\$ -	\$ -	\$ -	99878	Approved at 5/11/2021 State Board Meeting
257-1-008-2021109	Eligible	Direct Allocation	Central Services	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	ADMINISTRATIVE SERVICES TO PROVIDE PD TO ADMINISTRATORS REGARDING LEADING DURING THE PANDEMIC TO ADDRESS LEARNING LOSS, MENTAL HEALTH NEEDS DUE TO COVID.	\$ 1,350	\$ 1,350	\$ -	\$ -	\$ -	99879	Approved at 5/11/2021 State Board Meeting
257-1-009-2021109	Eligible	Direct Allocation	Support Services (Students)	LEA Payments to COOPs/Interlocals	11A. Planning and implementing summer learning or enrichment programs	PARENTS AS TEACHERS TO PROVIDE BIRTH-3 SERVICES TO ADDRESS LEARNING LOSS AND ANTICIPATED INCREASE IN PAT NUMBERS DUE TO COVID.	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	99880	Approved at 5/11/2021 State Board Meeting

257-1-010-20211109	Eligible	Direct Allocation	Instruction	Purchased Professional & 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 SERVICES TO IDENTIFY AND ASSIST STUDENTS WITH GAPS IN LEARNING DUE TO COVID.	\$ 600	\$ 600	\$ -	\$ -	\$ -	99875	Approved at 5/11/2021 State Board Meeting
257-1-011-20211109	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	PREMIUM-INCENTIVE PAY FOR ADDITIONAL DUTIES THAT ARE IMPOSED UPON EACH EMPLOYEE TO PROTECT OUR STUDENTS, STAFF AND COMMUNITY AGAINST COVID-19	\$ 51,000	\$ -	\$ 51,000	\$ -	\$ -	99980	Change Request- Was approved for \$52,500 in SFY 2021
257-1-012-20211109	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	PREMIUM-INCENTIVE PAY FOR ADDITIONAL DUTIES THAT ARE IMPOSED UPON EACH EMPLOYEE TO PROTECT OUR STUDENTS, STAFF AND COMMUNITY AGAINST COVID-19	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	99990	Change Request- Was approved for \$66,514.51 in SFY 2021

257-1-013-20211109	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	SMARTBOARD INTERACTIVE DISPLAYS FOR CLASSROOMS TO REPLACE THE CURRENT OUTDATED AND DIM BOARDS. THIS WILL ALLOW STUDENTS SEE LEARNING MATERIALS AND ASSIGNMENTS MORE CLEARLY, AS THEY ARE DISTANCED AND MORE SPREAD OUT IN CLASSROOMS. THIS TECHNOLOGY WILL ALSO ENHANCE CURRICLUM/LESSON DEVELOPMENT TO TARGET COVID LEARNING LOSS AND TO EFFECTIVELY SHARE LESSONS TO BOTH STUDENTS IN THE CLASSROOM AS WELL AS THOSE WHO ARE REMOTE DUE COVID QUARANTINE.	\$ 28,015	\$ -	\$ 28,015	\$ -	\$ -	99873	New Line Item. Supt clarified additional information related to a Covid need. Their current classroom technology is old and boards are very dim. Since students are more spread out across the classrooms, they have difficulty seeing the lessons and materials as they are not currently projected brightly. Also, these boards will assist with curriculum/lesson development and will allow better access for students - whether they are in school or on remote due to Covid quarantine. Teachers will have the availability to share lessons more effectively when trying to serve both in-class and remote learners at the same time. This might trigger the equipment pre-approval process.
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**Kansas CommonApp (2020)**

2154-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ZDEVdXBp

# 258\_Humboldt\_ESSERII Plan\_0426 (copy)

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	amber.wheeler@usd258.net
<b>Applicant / Mailing Address</b>	801 New York St Humboldt KS 66748
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Amber Wheeler
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	amber.wheeler@usd258.net
<b>Applicant / Phone Number</b>	620-473-3121

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name	Unied School District Humboldt
District Number	258



Mailing Address   Street Address	801 New York St.
Mailing   City	Humboldt
Mailing Address   Zip Code	66748
Authorized Representative of the District   Name	Amber Wheeler
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	amber.wheeler@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

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? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district 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 and administrators 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. In order to keep our school operating in person and with as few absences as possible, we will implement increased health and cleaning protocols.

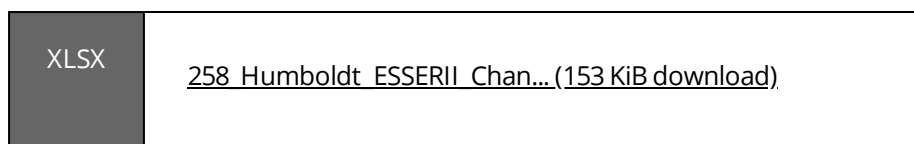
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We 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.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and

other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Amber Wheeler

Date | 09/27/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
258	Humboldt	10/18/2021

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
258-1-001-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We plan on using incentive pay/premium pay for the retention of certified and classified staff for the 2021-22 school year. We have 104 staff members. We would like to give each staff member \$1500, paid in November 2021. Which would equal \$156,000.	\$ 156,000	\$ 156,000	\$ -	\$ -	\$ -	59360	Approved at the 7/13/2021 State Board
258-1-002-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We plan to hire additional part-time custodians to provide additional cleaning and sanitation of high traffic areas in the buildings as part of our Covid mitigation plan.	\$ 18,956	\$ -	\$ 18,956	\$ -	\$ -	59370	New Line Item
258-1-003-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We plan to provide training to teachers in the Science of Reading to address learning loss in the area of reading, due to Covid related learning loss as students were absent during quarantines. We will pay a stipend (11 staff @\$750 + employment taxes) to staff who complete the training.	\$ 8,882	\$ -	\$ 8,882	\$ -	\$ -	59380	New Line Item
258-1-004-20211109	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	We plan to provide PD/training to teachers in the Science of Reading to address learning loss in the area of reading due to Covid . This will pay the cost of the program for teachers (11@\$650).	\$ 7,150	\$ -	\$ 7,150	\$ -	\$ -	59390	New Line Item

258-1-005-20211109	Eligible	Direct Allocation	Support Services - School Administration	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	We plan to provide PD/training to administrators in addressing learning loss in the area of reading due to Covid. This will pay a stipend (\$400 + employment taxes) for completing the program outside of working hours.	\$ 862	\$ -	\$ 862	\$ -	\$ -	59410	New Line Item
258-1-006-20211109	Eligible	Direct Allocation	Support Services - School Administration	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	We plan to provide PD/training to administrators in addressing learning loss in the area of reading due to Covid. This will pay for the cost of the program (\$750).	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	59420	New Line Item
258-1-007-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	2. Coordination of COVID-19 preparedness and response efforts	Purchase additional cleaning supplies (wipes, spray, etc.) to facilitate our Covid 19 mitigation cleaning plan.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	59430	New Line Item



# 325PhillipsburgESSERIIChangeReques



kavoGjdR

## 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** | Phillipsburg USD #325

**Applicant / Mailing Address**

| 240 South 7th

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Michael Gower

**Applicant / Email Address of Owner, CEO, or Executive Director** | mgower@usd325.com

**Applicant / Phone Number** | 7855435281

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

## Application details

Full District Name | Phillipsburg

District Number | 325

Mailing Address | Street Address | 240 S 7TH STREET

Mailing | City | PHILLIPSBURG

Mailing Address | Zip Code | 67661

Authorized Representative of the District | Name | Michael Gower

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | mgower@usd325.com  
Email Address

Authorized Representative of the District | +17855435281  
Phone Number

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 used our funds to address learning loss, safety and improving air flow to reduce virus transmission.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

**Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Funds for textbooks and personnel to help address learning loss. Funds to improve air flow to reduce virus transmission and we are also offering summer school.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will evaluate lost instructional days due to sickness and we will also look at test scores to see if we are regaining some of our loss due to 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

### Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal

funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Michael Gower

Date | 10/06/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
325	Phillipsburg	10/11/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
325-1-001-20211109	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school	\$ 5,603	\$ 5,603	\$ -	\$ -	\$ -	17-2600-110	Approved at 6/9/2021 State Board Meeting
325-1-002-20211109	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra help to address learning loss	\$ 69,313	\$ 69,313	\$ -	\$ -	\$ -	17-2600-120	Approved at 7/13/2021 State Board Meeting
325-1-003-20211109	Eligible	Direct Allocation	Support Services	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Program to address learning loss	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	17-2600-735	Approved at 6/9/2021 State Board Meeting
325-1-004-20211109	Eligible	Direct Allocation	Support Services - Instruction	Textbooks	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	math textbooks to address learning loss CHANGE REQUEST. Adding \$10,000 as books were more expensive than originally planned	\$ 90,000	\$ 90,000	\$ -	\$ -	\$ -	17-2600-644	Change Request-Was approved for \$80,000 in SFY 2021 at 7/13/2021 State Board Meeting
325-1-005-20211109	Eligible	Direct Allocation	Building Improvements	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Upgrade HVAC system at middle school and install air scrubbers within the units to improve air quality and reduce virus transmission	\$ 138,000	\$ 138,000	\$ -	\$ -	\$ -	17-4000-430	Approved at 7/13/2021 State Board Meeting

**Kansas CommonApp (2020)**

2168-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



OabwnJeL

# ESSER II Application 4.16.21 (copy) amendment 10.1.21

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 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.)

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## Application details

Full District Name | Valley Falls

District Number		338
Mailing Address   Street Address		700 Oak Street, Board of Education Oce
Mailing   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		+117859453214
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
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**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education



Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

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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.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Request for additional monies.

This amendment is to request the remaining funds for ESSER II for USD #338. The items that we are requesting are related to instructional technology supports and PPE/sanitation items (7). The instructional technology supports for students will be utilized to support remote learning for those students who have been identified to be in “close contact” restrictions, quarantine, or asymptomatic and positive. These items include two MacBooks (9) that will have additional software that can be checked out to students in CTE programs, GoGuardian filters and Chromebook insurance (9) for the computers going home with students, and a three-year license for Edgenuity (11) to be used for summer school and remote support.

Our district has made the commitment to continue to teach students and make meaningful contact with our students each day while they are identified to be in "close contact" restrictions, quarantine, or asymptomatic and positive. We are also allowing our staff if in the same situation to teach from home. We have limited subs and might have to shut the whole building down without the staff teaching from home allowance. We have implemented the KDHE grant and testing. We have seen a huge impact in the number of students we are retaining engaged in instruction with the protocols/policies we have in place.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

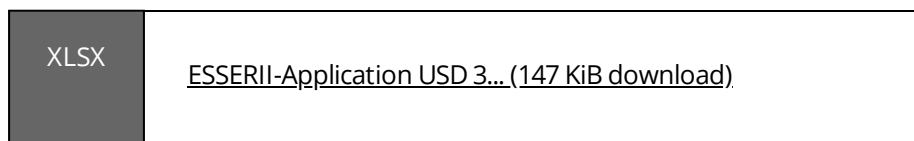
We can utilize the data we have collected this year to demonstrate that we have been in session and we are not seeing further digression in our FastBridge scores. This is directly related to our ability to mitigate and sanitize using the protocols mentioned above as examples. We did see students slide 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.

We are also utilizing technology as mentioned above to continue learning when students are in "close contact" restrictions, quarantine, or asymptomatic and positive.

### Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

### Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

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A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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.

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A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- The amount of funds under the grant or subgrant;
- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students,

students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Volora A. Hanzlicek

Date | 05/04/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
338	Valley Falls	10/18/2021

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
338-1-001-20211109	Eligible	Direct Allocation	Instruction	Purchased Professional & 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	Approved at 6/9/2021 State Board Meeting
338-1-002-20211109	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. Monies for Go Guardian to filter content when students take devices home. Chromebook insurance to support students taking devices out of the building. MacBooks with special software for CTE courses.	\$ 31,201	\$ 3,420	\$ 27,781	\$ -	\$ -	65	Change Request: Previously approved for \$3,420 SFY 2021 at the 6/9/2021 State Board
338-1-003-20211109	Eligible	Direct Allocation	Instruction	Supplies & 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.	\$ 37,200	\$ 9,300	\$ 27,900	\$ -	\$ -	65	Change Request: Previously approved for \$9,300 SFY 2021 at the 6/9/2021 State Board; Information requested due to increased cost: Applicant responded via email: We purchased a three-year contract as opposed to one. Originally, I didn't think we could apply for a multi-year contract.

338-1-004-2021109	Eligible	Direct Allocation	Support Services (Students)	Supplies & 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	Approved at 6/9/2021 State Board Meeting
338-1-005-2021109	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	Disinfectant, wipes, and chemical for cleaning	\$ 42,573	\$ 6,588	\$ 35,985	\$ -	\$ -	65	Change Request: Previously approved for \$6,587.89 SFY 2021 at the 6/9/2021 State Board



xRgaRkjr

## 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.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 343 Perry-Lecompton Public Schools
<b>Applicant / Mailing Address</b>	205 W. Bridge St. Perry, Ks 66073
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	J.B. Elliott
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	jelliott@usd343.org
<b>Applicant / Phone Number</b>	7855975138

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

<b>Applicant / Federal EIN (if applicable)</b>	480699340
<b>Applicant / Website Address (if applicable)</b>	www.usd343.net

## Application details

Full District Name	Perry Public Schools
District Number	343
Mailing Address   Street Address	205 W. Bridge Street
Mailing   City	Perry
Mailing Address   Zip Code	66073
Authorized Representative of the District   Name	J.B. Elliott



Authorized Representative of the District | Superintendent  
Position or Title

Authorized Representative of the District | jelliott@usd343.org  
Email Address

Authorized Representative of the District | +17855975138  
Phone Number

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 2020-21 school year, we added programs to help with the deficiencies discovered. Programs included Really Great Reading at the elementary level. We have also added several screeners to assist in the identification process of academic and social-emotional needs. Online platforms have been used to connect with students during times in which online learning was required. In one situation at the elementary level, we had to add a section to ensure that we could meet the county requirements related to social distancing in the classroom. This past summer, we focused our efforts on address the academic deficiencies our students have realized. Our summer program will be called the "Academic Recovery Program" and will serve identified students in grades K-12. K-8 students scoring below grade level on local and State Assessments are eligible for the Academic Recovery Program. 9-12 students who have fallen behind in graduation progress have been identified as eligible for the summer program. The summer session will begin on Tuesday, July 6th, with a full school day (8:30 – 3:30) three days per week (Tuesday, Wednesday, and Thursday). This schedule will be maintained for four weeks, ending on July 29th. The schedule allows students a five-week break after the normal school year ends in May and a two-week break before the next school year begins in August. Door-to-door transportation will be made available for all students who need it. : Our food service program will be fully operational, offering breakfast and lunch to all students attending the summer program.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educaitional agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our summer program will be called the "Academic Recovery Program" and will serve identified students in grades K-12. K-8 students scoring below grade level on local and State Assessments are eligible for the Academic Recovery Program. 9-12 students who have fallen behind in graduation progress have been identified as eligible for the summer program. The summer session will begin on Tuesday, July 6th, with a full school day (8:30 – 3:30) three days per week (Tuesday, Wednesday, and Thursday). This schedule will be maintained for four weeks, ending on July 29th. The schedule allows students a five-week break after the normal school year ends in May and a two-week break before the next school year begins in August. Door-to-door transportation will be made available for all students who need it. : Our food service program will be fully operational, offering breakfast and lunch to all students attending the summer program.

Additionally, meals will be available to all students in the community due to the Seamless Summer Food Service program we are currently offering. We are hopeful that by offering full-day instruction, breakfast, and lunch, along with transportation to and from the school, parents will be encouraged to allow their students the opportunity to recover instruction lost during the pandemic.

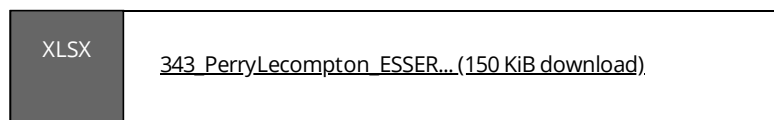
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We have used AIMSWeb plus, MAP, Really Great Reading, and Panorama) and State Assessments to identify students in need and to which areas they are in need. We have seen more students falling below grade level, particularly in our elementary students. We believe these students struggled with online learning in the Spring of 2020 and various times throughout remote learning as needed due to quarantine related to COVID-19. We have currently identified a total of 148 students PreK-12 that need remediation to move up to grade level or return to the path of graduating on time. We have 785 students PreK-12. Therefore this would represent just over 18% of our students. Additional data that would be useful is the number of students in our special education population. We have 169 students in our district with an IEP. We have 48 students in our 3-year old and 4-year old preschool program.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
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The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

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(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
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- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

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(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 State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.  
§200.320 Methods of procurement to be followed;  
2 CFR 200 Subpart E: Cost Principles:  
§200.403 Factors affecting allowability of costs.  
§200.404 Reasonable costs.  
§200.405 Allocable costs.  
§200.413 Direct costs.  
§200.415 Required certifications.  
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

# Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | J.B. Elliott

Date | 09/30/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
343	Perry Public Sch	10/11/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
343-1-001-20211109	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Budget already closed for 2020-21 amount.). AIMSWeb Plus - used by K-5 staff in 2020-21 to identify struggling students related to loss of instruction time. We use this K-12 beginning in the 21-22 school year.	\$ 4,706	\$ -	\$ 4,706	\$ -	\$ -	96260	Change Request- Was approved for \$1,560 in SFY 2021 abd \$4,721.50 in SFY 2022 at 5/11/2021 State Board Meeting
343-1-002-20211109	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Budget already closed for '20-'21 amount.) Really Great Reading Program: Intervention and monitoring program for students in grade K-4	\$ 8,775	\$ -	\$ 8,775	\$ -	\$ -	96260	Change Request- Was approved for \$22,035.24 in SFY 2021 and \$8,774.60 in SFY 2022. at 5/11/2021 State Board Meeting
343-1-003-20211109	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST: PowerSchool Learn Platform - This allowed 3-12 grade teachers to post assignments, assessments, and projects on-line. (Similar to Blackboard.). This will transition to Schoology with PowerSchool continueing as the provider in the 2021-22 school year.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	96260	Change Request-Was approved for \$2,197 in SFY 2021 and SFY 2022 at 5/11/2021 State Board Meeting
343-1-004-20211109	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	NWEA - MAP Assessment Tool. We had planned to drop this, but want to continue if covered by ESSER II	\$ 8,238	\$ -	\$ 8,238	\$ -	\$ -	96260	Approved at 5/11/2021 State Board Meeting
343-1-005-20211109	Eligible	Direct Allocation	Other Health Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST: (The original amount did not include a health benefit for a full-time employee or the total days for the contract year of 214). Pay Rate: \$15, 8 Hour per day position Daily rate: \$120, Days in contract: 214 Contract amount:\$25,680, FICA Amount (7.65%): \$1,964.52, Health Benefit amount: \$6,548, Total Amount per year: \$34,192.52	\$ 39,377	\$ 5,184	\$ 34,193	\$ -	\$ -	96120	Change Request- Was approved for \$5,184 in SFY 2021 and \$17,301.60 in SFY 2022 at 5/11/2021 State Board Meeting

343-1-006-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Added a 2nd Grade Teacher in order to meet Social Distancing requirements. Started with 2 sections (23+22) and ended with 3 sections of 15 to meeting requirement. Total amount includes salary and FICA.	\$ 43,956	\$ 43,956	\$ -	\$ -	\$ -	14600	Approved at 5/11/2021 State Board Meeting
343-1-007-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Total Sub Teacher Pay and lost Salaries due to quarantine and isolation required by COVID-19 situations. This includes classified and certified staff.	\$ 25,204	\$ 25,204	\$ -	\$ -	\$ -	12200	Approved at 5/11/2021 State Board Meeting
343-1-008-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST: (Fewer hours worked than budgeted for.). Tech Assistants/Workers for Summer configuration of iPads for 21-22 year and inspection/repair of items for the 20-21 year. Work to be completed in June '21 and July '21	\$ 828	\$ 414	\$ 414	\$ -	\$ -	96135	Change Request- Was approved for \$691.20 in SFY 2021 and SFY 2022
343-1-009-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANCE REQUEST: (lower rate than budgeted for.). July '21 Summer School: 11 Teachers for K-12 - Avg rate at USD 343 Teir pay is \$34.04/hr, plus FICA	\$ 40,979	\$ -	\$ 40,979	\$ -	\$ -	96100	Change Request- Was approved for \$48,527.42 in SFY 2022 at 5/11/2021 State Board Meeting
343-1-010-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANCE REQUEST: (lower than budget.). July '21 Summer School: 8 Paras for K-12 - USD 343 summer pay rate is \$14.06/hr, plus FICA	\$ 11,508	\$ -	\$ 11,508	\$ -	\$ -	96110	Change Request- Was approved for \$11,661.93 in SFY 2022 at 5/11/2021 State Board Meeting
343-1-011-20211109	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than budget.). July '21 Summer School: 4 Bus Drivers for K-12 - USD 343 summer pay rate is \$16.25/hr, plus FICA	\$ 2,730	\$ -	\$ 2,730	\$ -	\$ -	96130	Change Request-Was approved for \$3,369.60 in SFY 2022 at 5/11/2021 State Board Meeting
343-1-012-20211109	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than expected.). July '21 Summer School: 1 office secretary for K-12 - USD 343 summer pay rate is \$14.06/hr, plus FICA	\$ 1,127	\$ -	\$ 1,127	\$ -	\$ -	96060	Change Request- Was approved for \$1,457.74 in SFY 2022 at 5/11/2021 State Board Meeting
343-1-013-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Had to use a service instead of an employee.). July '21 Summer School: 1 custodian for K-12 - USD 343 summer pay rate is \$13.50/hr, plus FICA	\$ 2,100	\$ -	\$ 2,100	\$ -	\$ -	96050	Change Request- Was approved for \$699.84 in SFY 2022 at 5/11/2021 State Board Meeting

343-1-014-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Higher than budget.). July '21 Summer School: 1 admin for K-12 - USD 343 summer pay rate is \$55/hr, plus FICA	\$ 7,105	\$ -	\$ 7,105	\$ -	\$ -	96070	Change Request- Was approved for \$5,702.40 in SFY 2022 at 5/11/2021 State Board Meeting
343-1-015-20211109	Eligible	Direct Allocation	Vehicle Operation	Gasoline	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than budge.). July '21 Summer School: Fuel for summer bus routes. Estimated at \$3.10/gal and using 12.5 gal daily x 4 buses.	\$ 255	\$ -	\$ 255	\$ -	\$ -	96160	Change Request was approved for \$1,860 in SFY 2022 at 5/11/2021 State Board Meeting
343-1-016-20211109	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Used food service complany.). July '21 Summer School: food service workers for K-12 - USD 343 summer pay rate is \$14.06, plus FICA	\$ 3,511	\$ -	\$ 3,511	\$ -	\$ -	96080	Change Request was approved for \$3,279.92 in SFY 2022 at 5/11/2021 State Board Meeting
343-1-017-20211109	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Higher than budget.). July '21 Summer School: Field Trip Fees - admission. Figured at \$5 per student with 125 students participating.	\$ 2,778	\$ -	\$ 2,778	\$ -	\$ -	96150	Change Request-Was approved for \$2,500 in SFY 2022 at 5/11/2021 State Board Meeting
343-1-018-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than budget.). July '21 Summer School: Classroom supplies. Figured at \$150 at 12 classrooms	\$ 310	\$ -	\$ 310	\$ -	\$ -	96340	Change Request- Was approved for \$1,800 in SFY 2022 at 5/11/2021 State Board Meeting
343-1-019-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: (Lower than budget.) Additional cost for Utilities for summer school program. Estimated at \$2,000 for the month of July.	\$ 1,803	\$ -	\$ 1,803	\$ -	\$ -	96400	Change Request- Was approved for \$4,000 in SFY 2022 at 5/11/2021 State Board Meeting



**Kansas CommonApp (2020)**

2178-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ZWaBRqEM

# 364\_Marysville\_ESSERII\_Change

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | 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

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Application details

Full District Name	Marysville
District Number	364
Mailing Address   Street Address	211 South 10th
Mailing   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?	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 364 responded to the pandemic with immediate alternative pathway to learning when Covid-19 hit our state, we still find ourselves in a situation where learning loss did occur across the district. Coupled with this learning loss are the social emotional needs of our students. These social emotional concerns and academic concerns cross all demographics. We continue to mitigate these challenges with our student population and support our staff.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.)

("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We are using funds to provide additional professional development to our staff to assist with identifying learning loss among students and supporting their social emotional needs while giving proper support to our staff.

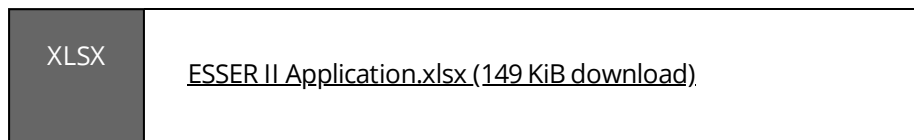
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:  
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the

authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Jody Bruna

Date | 10/01/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
364	Marysville	10/18/2021

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
364-1-001-20211109	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	Approved at 6/9/2021 State Board Meeting
364-1-002-20211109	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	Approved at 6/9/2021 State Board Meeting
364-1-003-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies	\$ 6,000	\$ 3,000	\$ 3,000	\$ -	\$ -	07-1000-610-00	Approved at 6/9/2021 State Board Meeting



364-1-004-2021109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. 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.	\$ 61,000	\$ -	\$ 61,000	\$ -	\$ -	07-1000-110-00	Change Request: Previously approved for \$139,000 SFY 2021 at the 6/9/2021 State Board
364-1-005-2021109	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	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. 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.	\$ 4,550	\$ -	\$ 4,550	\$ -	\$ -	07-2410-111-00	Change Request: Previously approved for \$11,000 SFY 2021 at the 6/9/2021 State Board
364-1-006-2021109	Eligible	Direct Allocation	Office of the Superintendent	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally had deputy clerk and treasurer included, broke out to correct account number. Originally approved for the FY21, adjusted amount and moved expense to FY22. Stipend for fiscal accounting and reporting of ESSER II funds for the district. Board Clerk/Deputy Clerk/Treasurer	\$ 855	\$ -	\$ 855	\$ -	\$ -	07-2321-121-00	Change Request: Previously approved for \$4,000 SFY 2021 at the 6/9/2021 State Board

364-1-007-2021109	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	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. 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.	\$ 1,140	\$ -	\$ 1,140	\$ -	\$ -	07-2100-111-00	Change Request: Previously approved for \$2,975 SFY 2021 at the 6/9/2021 State Board
364-1-008-2021109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	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	Approved at 6/9/2021 State Board Meeting
364-1-009-2021109	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	Approved at 6/9/2021 State Board Meeting
364-1-010-2021109	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & 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 duto Covid-19.	\$ 10,000	\$ -	\$ 5,000	\$ 5,000	\$ -	07-2100-300-00	Approved at 6/9/2021 State Board Meeting
364-1-011-2021109	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Social Emotional student mental health events.	\$ 6,000	\$ -	\$ 3,000	\$ 3,000	\$ -	07-2100-610-00	Approved at 6/9/2021 State Board Meeting

364-1-012-2021109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	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	Approved at 6/9/2021 State Board Meeting
364-1-013-2021109	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	Approved at 6/9/2021 State Board Meeting
364-1-014-2021109	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	Approved at 6/9/2021 State Board Meeting
364-1-015-2021109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	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	Approved at 6/9/2021 State Board Meeting
364-1-016-2021109	Eligible	Direct Allocation	Instructional Staff Training Services	Other Professional Educational Services	12. Addressing learning loss among students, including vulnerable populations	Change Request: Originally approved for \$4,000, additional training will be offered to assist teachers with learning loss in mathematics. 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 distributions.	\$ 6,000	\$ 1,000	\$ 5,000	\$ -	\$ -	07-2213-329-00	Change Request: Previously approved for \$1,000 SFY 2021 and 4,000 SFY 2022 at the 6/9/2021 State Board

364-1-017-20211109	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	Approved at 6/9/2021 State Board Meeting
364-1-018-20211109	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	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	Approved at 6/9/2021 State Board Meeting
364-1-019-20211109	Eligible	Direct Allocation	Central Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Was originally included in the clerk's salary line, breaking out for district office staff line. For fiscal accounting and reporting of ESSER II funds for the district.	\$ 1,150	\$ -	\$ 1,150	\$ -	\$ -	10-2500-121-00	New Line Item
364-1-020-20211109	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Bus Drivers/\$600 for Transportation Director to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the increased safety protocols due to the COVID-19 pandemic, including additional disinfecting for safe transportation and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 5,250	\$ -	\$ 5,250	\$ -	\$ -	10-2710-121-00	New Line Item

364-1-021-20211109	Eligible	Direct Allocation	Office of the Superintendent	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22 and was included in principal salary line. 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.	\$ 1,140	\$ -	\$ 1,140	\$ -	\$ -	10-2321-111-00	New Line Item
364-1-022-20211109	Eligible	Direct Allocation	Board of Education Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22 and was included in principal salary line, this is for our SpEd director, coordinator and administrative assistant. 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.	\$ 2,845	\$ -	\$ 2,845	\$ -	\$ -	10-2310-111-00	New Line Item

364-1-023-20211109	Eligible	Direct Allocation	Other Improvement of Instruction Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Network Administrator/\$600 for Technology Director to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the anticipated and increased job-related duties that will need to take place during the 2021-22 school year due to the COVID-19 pandemic. Additional duties can and will include increased demand for mitigating technology issues quickly and efficiently; increased collaboration time and communication with staff and students, and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 1,250	\$ -	\$ 1,250	\$ -	\$ -	10-2219-121-00	New Line Item
364-1-024-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Custodians to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the increased safety protocols due to the COVID-19 pandemic, including additional disinfecting for safe return of students and staff to school; collaboration with administration; additional disinfecting for safe athletics and additional	\$ 4,550	\$ -	\$ 4,550	\$ -	\$ -	10-2600-121-00	New Line Item

364-1-025-20211109	Eligible	Direct Allocation	Operation of Buildings	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Asst. Maintenance Director/\$600 for Maintenance Director to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the increased safety protocols due to the COVID-19 pandemic, including additional disinfecting for safe return of students and staff to school; collaboration with administration; additional disinfecting for safe athletics and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 1,250	\$ -	\$ 1,250	\$ -	\$ -	10-2610-121-00	New Line Item
364-1-026-20211109	Eligible	Direct Allocation	Food Services Operations	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Food Service Workers/\$600 for Food Service Director to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the increased safety protocols due to the COVID-19 pandemic, including additional disinfecting for safe return of students and staff to school; collaboration with administration; additional disinfecting for safe breakfast/lunch periods and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 5,230	\$ -	\$ 5,230	\$ -	\$ -	10-3100-121-00	New Line Item

364-1-027-20211109	Eligible	Direct Allocation	School Library Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. 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.	\$ 1,140	\$ -	\$ 1,140	\$ -	\$ -	10-2222-111-00	New Line Item
364-1-028-20211109	Eligible	Direct Allocation	School Library Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Classified to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the increased safety protocols due to the COVID-19 pandemic, including additional disinfecting for safe return of students and staff to school; collaboration with administration; additional disinfecting for safe use of the media center facilities; assisting with online learning and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 570	\$ -	\$ 570	\$ -	\$ -	10-2222-121-00	New Line Item



364-1-029-20211109	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Administrative Assistants to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the anticipated and increased job-related duties that will need to take place during the 2021-22 school year due to the COVID-19 pandemic. Additional duties can and will include increased demand in response to the academic and social-emotional learning loss as well as increased safety protocols; increased communication with staff and students, and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to perform the additional duties in exchange for premium pay.	\$ 2,845	\$ -	\$ 2,845	\$ -	\$ -	10-2410-121-00	New Line Item
364-1-030-20211109	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Premium Pay - \$500 for Classified to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. The additional pay is reasonable and necessary given the anticipated and increased job-related duties that will need to take place during the 2021-22 school year due to the COVID-19 pandemic. Additional duties can and will include increased demand in response to the academic and social-emotional learning loss as well as increased safety protocols; increased collaboration and communication with administration, certified staff and students; disinfecting; increased time and effort to provide academic support and social-emotional support, and additional unanticipated supports to meet the needs of student and families impacted in various ways by the COVID-19 pandemic. Employees are aware and agree to	\$ 19,900	\$ -	\$ 19,900	\$ -	\$ -	10-1000-121-01	New Line Item

364-1-031-20211109	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. 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	\$ 855	\$ -	\$ 855	\$ -	\$ -	10-2100-111-02	New Line Item
364-1-032-20211109	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. 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.	\$ 855	\$ -	\$ 855	\$ -	\$ -	10-2100-111-03	New Line Item
364-1-033-20211109	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. 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.	\$ 520	\$ -	\$ 520	\$ -	\$ -	10-2100-111-04	New Line Item

364-1-034-20211109	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Originally approved for the FY21, adjusted amount and moved expense to FY22. 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.	\$ 5,120	\$ -	\$ 5,120	\$ -	\$ -	10-2100-111-01	New Line Item
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**Kansas CommonApp (2020)**

2234-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



QWeozRaY

# 365\_Garnett\_ESSER II Plan\_Change

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Garnett Unified School District No. 365
<b>Applicant / Mailing Address</b>	
305 N. Oak   Garnett, KS 66032	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Don Blome
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	supt@usd365.org
<b>Applicant / Phone Number</b>	7854486155

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

<b>Fiscal Agent / Name (if applicable)</b>	Paula Wallace
<b>Fiscal Agent / Email (if applicable)</b>	pwallace@usd365.org
<b>Fiscal Agent / Mailing Address (if applicable)</b>	

| 305 N. Oak Box 328  
| Garnett, KS 66032

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## Application details

Full District Name	Garnett Unied School District
District Number	365
Mailing Address   Street Address	11 Links Dr.
Mailing   City	Garnett
Mailing Address   Zip Code	66032
Authorized Representative of the District   Name	Don Blome
Authorized Representative of the District   Position or Title	Superintendent of Schools
Authorized Representative of the District   Email Address	supt@usd365.org
Authorized Representative of the District   Phone Number	+17852042594
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	pwallace@usd365.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The pandemic has had and will continue to have impact in our district if we don't take measures to mitigate in some key areas. 1) Academic - learning loss is evident. Most grade levels show decline on the MAP Reading test from the Winter of 2019 to the Fall/Winter of 2020. Example: 3rd graders showed 19.7% in Level I (learning level) compared to 26.5% in Level 1 in the Winter of 2020. The exception is seventh grade Reading. Math also showed declines, but not to the level of Reading. This is a little surprising as there would typically be more decline in math over a number of months. This may be an indication that our remote learning model was relatively successful. We actually observed increased proficiency in math at the 8th grade level. 2) Social Emotion/Well-Being - a continued area of concern is the social emotional aspect of the pandemic: such as, anxiety of being at school during the pandemic, family issues as a result of home stress (lose of income and employment), and student stress and uncertainty. Counselors and teacher have reported more students seeking services and counselors are reporting increase in contacts by 100% during pandemic. 3) Physical Facilities -- students and staff need to feel comfortable in the facilities. While we have been in school the entire year, clean air is a major concern for staff and parents. This also creates a emotional impact of students, some are scared to be in the buildings.

Does the district have remaining ESSER I funding that it has not yet spent as of	Yes
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the date of ESSER II application submission?

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

The remaining ESSER I money will be used for summer school 2021. The goal is to catch students up due to learning loss during the pandemic and support academic instruction with a well designed and managed curriculum.

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD #365 will utilize ESSER II funds in four different categories:

- 1) Learning Loss a) INSTRUCTIONAL: Funds will be spent on summer school for K-12 students that are in need. Note: this may include activities (field trips, etc.) as part part of the summer program. We will also utilize the funds for after-school tutoring once school resumes for the 2021-2022 school year. To further eliminate learning loss, the district will focus on curriculum enhancements designed to eliminate instructional gaps. b) SOCIAL EMOTIONAL: we plan to work with faith-based (local churches) to offer a family engagement/mentoring program for students tied to the community. Furthermore, the district will hire an individual to support social emotional learning activities, support counselors, and develop and/or implement some type of social emotional strategy or curriculum. Finally, we will provide more resources for credit recovery and individual academic help. To support these initiatives, the district will provide services (as needed) transportation, food service, and/or supplies for these programs.
- 2) Technology: The school district will provide more training for electronic communications including Google Classroom, etc. We also plan to purchase additional hardware and programming to enhance the delivery of instruction that can be utilized in a remote environment. Furthermore, the district plans to purchase Exact Path (progress monitoring tool) and SEL programming to help students become more academically/socially successful.
- 3) Air Quality: The district plans to purchase and install air purification systems in the HVAC systems to help eliminate airborne viruses.
- 4) Facility Improvements: The district is developing plans to change the focus of the Junior/High School library. The idea is to develop (remodel) an area within the library that will house a relaxation area (similar to a Starbucks), where students and staff can go to just relax (read, unwind,...) for a few minutes during the day.

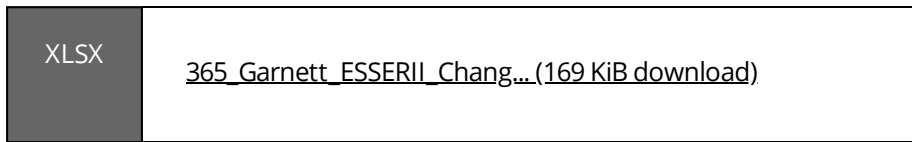
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Our goal is to offset learning loss that may have occurred during the pandemic. We will use testing data, such as MAP testing or local generated testing to determine gains. Our goal would be to see overall gains during the funding allocation, especially in students affected the most by the pandemic (socially and academically). We will also survey the teachers about their skills and comfort with upgraded technologies, such as Google Classroom, etc. For social emotional impacts, the district will utilize surveys, local reports from staff, or observations to determine impact. We will monitor the impact of a relaxation area in the library and how students and staff feel about the effects of such a forward thinking concept. Finally, we will work with our construction manager to compare current air quality samplings to post air-quality samplings, to determine the impacts of clean air within the building (plasma-ionizer system, etc.).

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:  
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]  
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)



[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and

requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Donald E. Blome

Date | 10/12/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
365	Garnett	10/18/2021

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
365-1-001-2021109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic (including instructional and field experiences.	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	33	Change Request: previously approved for \$40,000 SFY 2021 at the 5/11/2021 State Board
365-1-002-2021109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-003-2021109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic	\$ 100	\$ 100	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-004-2021109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic	\$ 50	\$ 50	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-005-2021109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue progress from learning loss that may have occurred during the pandemic	\$ 14,000	\$ 14,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-006-2021109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue to progress from learning loss that may have occurred during the pandemic	\$ 900	\$ 900	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board

365-1-007-2021109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue to progress from learning loss that may have occurred during the pandemic	\$ 100	\$ 100	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-008-2021109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue to progress from learning loss that may have occurred during the pandemic	\$ 50	\$ 50	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-009-2021109	Eligible	Direct Allocation	Instruction	Worker's Compensation	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue to progress from learning loss that may have occurred during the pandemic	\$ 20	\$ 20	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-010-2021109	Eligible	Direct Allocation	Support Services (Students)	Other Purchased Services	4. Activities to address the unique needs of low-income children, children with disabilities,	CHANGE REQUEST: USD 365 will coordinate (contract) with a local church (faith-based) group or service center to offer mentoring for students and staff who need social emotional care, especially those who don't have	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	33	Change Request: previously approved for \$15,000 SFY 2021 at the 5/11/2021 State Board
365-1-011-2021109	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	33	Change Request: previously approved for \$25,000 SFY 2021 at the 5/11/2021 State Board
365-1-012-2021109	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-013-2021109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.	\$ 500	\$ 500	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-014-2021109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.	\$ 150	\$ 150	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board

365-1-015-2021109	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 57,000	\$ 57,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-016-2021109	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	10. Providing mental health services and supports	CHANGE REQUEST: USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 8,200	\$ 8,200	\$ -	\$ -	\$ -	33	Change Request: previously approved for \$9,500 SFY 2021 at the 5/11/2021 State Board
365-1-017-2021109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-018-2021109	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 500	\$ 500	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-019-2021109	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 250	\$ 250	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-020-2021109	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 100	\$ 100	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-021-2021109	Eligible	Direct Allocation	Support Services - Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 365 will enhance there technology equipment in order to prepare and maintain effective options for the offering of instructional delivery during the pandemic. Virtual Desktop Infrastructure (VDI) will enable our district to leverage compute power in a more cost-effective and accessible manner by transitioning from multiple desktop labs to a vertual application on their school issued laptops, whether on campus or home.	\$ 75,000	\$ 75,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-022-2021109	Eligible	Direct Allocation	Support Services - Instruction	Instructional Programs Improvement Services	5. Procedures and systems to improve LEA preparedness and response efforts	USD 365 will train staff on interactive technological device in order to prepare and/or maintain effective options for the offering of multiple instructional delivery methods during the pandemic.	\$ 5,700	\$ 5,700	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board

365-1-023-2021109	Eligible	Direct Allocation	Instruction	Testing Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	USD 365 will use Exact Path (Progress Monitoring) to monitor student growth in order to track progress related to learning loss due to the pandemic.	\$ 13,750	\$ 13,750	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-024-2021109	Eligible	Direct Allocation	Facilities & Construction Services	Other Construction Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	CHANGE REQUEST: USD 365 will install plasma ionizer technology in all instructional facilities operated by USD 365 in an effort to slow(stop) the spread of COVID (viruses).	\$ 200,000	\$ 200,000	\$ -	\$ -	\$ -	33	Change Request: previously approved for \$280,000 SFY 2021 at the 5/11/2021 State Board
365-1-025-2021109	Eligible	Direct Allocation	Architecture and Engineering	Other Construction Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	CHANGE REQUEST: USD 365 will engineer, test, and design an effective air quality system to control the spread or stop the spread of virus within USD 365 instructional facilities operated by USD 365.	\$ 10,282	\$ 10,282	\$ -	\$ -	\$ -	33	Change Request: previously approved for \$70,000 SFY 2021 at the 5/11/2021 State Board
365-1-026-2021109	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST: USD #365 will upgrade student computers in order to upgrade device to meet the needs of students as they incorporate in-class and on-line learning. This will be beneficial in enhancing students ability to learn and eliminate loss due to covid and/or outdated technology.	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	33	Change Request: previously approved for \$44,482 SFY 2021 at the 5/11/2021 State Board
365-1-027-2021109	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	33	Change Request: previously approved for \$27,000 SFY 2021 at the 5/11/2021 State Board

365-1-028-2021109	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 8,200	\$ 8,200	\$ -	\$ -	\$ -	33	Change Request: previously approved for \$9,500 SFY 2021 at the 5/11/2021 State Board
365-1-029-2021109	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-030-2021109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 400	\$ 400	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-031-2021109	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 100	\$ 100	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-032-2021109	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	USD 365 is concerned that the pandemic has increased the number of students that are at-risk of not graduating. An approximate increase of 5 to 10 drop-out could occur if not supported by credit recovery and other instructional assistance. This software will help with credit recovery or virtual instruction.	\$ 3,500	\$ 3,500	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-033-2021109	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional development will be provided to support staff as we recover from the pandemic. This will be in the form of emotional support for staff and instructional support for students.	\$ 4,300	\$ 4,300	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board



365-1-034-20211109	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-035-20211109	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.	\$ 700	\$ 700	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-036-20211109	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.	\$ 50	\$ 50	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-037-20211109	Eligible	Direct Allocation	Student Transportation	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.	\$ 30	\$ 30	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board
365-1-038-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Software	3. Providing principals and other school leaders with resources to address individual school needs	In order to track student progress, USD #365 plans to purchase Educlimber or other related data software to better track student achievement. This will be especially important as we come of remote learning. The pademic has had a significant impact on young learners and we need the capability to pinpoint learning needs.	\$ 8,220	\$ 8,220	\$ -	\$ -	\$ -	33	Approved at 5/11/2021 State Board

365-1-039-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	NEW ITEM: In order for USD #365 to keep quality licensed staff, the district has determined that providing premium pay to licensed staff in the form of a retention bonus will help retain staff during the stresses of the COVID pandemic. USD #365 included this item in negotiations with the bargaining unit (up to \$1000).	\$ 91,000	\$ 91,000	\$ -	\$ -	\$ -	33	New Line Item. Per applicant, not a reimbursement request, but the retention plan will pay staff twice during the 2021-2022 school year (once in December/January and second in June). This will allow incentives to come back to work after winter break and come back next year. The total number of staff would be 103. The incentive is up to \$1000: licensed staff will receive \$1000, classified will receive up to \$1000 based on the number of months they work (example: a 12 month employee will receive \$1000, a 9 month employee would receive \$750).
365-1-040-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	NEW ITEM: Due to the COVID pandemic, it is very difficult to hire and retain classified staff. The district will provide premium pay (retention bonuses - up to \$1000) to classified staff to encourage continued commitment to USD #365. The support classified staff provide students is critical to remain in-class learning.	\$ 73,800	\$ 73,800	\$ -	\$ -	\$ -	33	New Line Item. See Row 53.
365-1-041-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	NEW ITEM: USD #365 will pay salary cost associated with providing retention bonuses (premium pay) to licensed and classified staff due to COVID.	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	33	New Line Item

**Kansas CommonApp (2020)**

2197-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



mXPRebDm

# 396\_Douglass\_ESSERII\_Change\_

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Douglass Unified School District No 396
<b>Applicant / Mailing Address</b>	921 E First St Douglass, KS 67039
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	LaChelle Prather
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	lprather@usd396.net
<b>Applicant / Phone Number</b>	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.)

<b>Applicant / Federal EIN (if applicable)</b>	48-0698278
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## Application details

<b>Full District Name</b>	Douglass Unified School District No 396
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District Number		396
Mailing Address   Street Address		921 E First Street
Mailing   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

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

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.

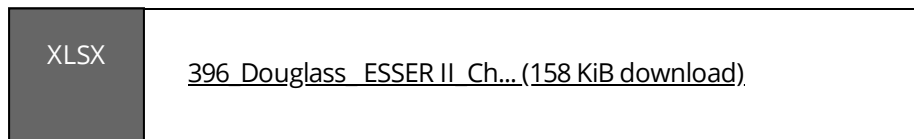
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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 o 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:  
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs

and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)



Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Robert D Reynolds

Date | 10/05/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
396	Douglass Public School	10/18/2021

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
396-1-001-20211109	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 a MTSS position to our MS/HS staff. This will provide additional support for both students and staff to ensure the time lost due to COVID school closures does not affect the students' success in the future. The MTSS coordinator will manage student data and implement intervention strategies for students not performing at grade level. (changed allocation from \$60,000 to \$54,000 and projected out the expense to following fiscal years at a 4% salary increase projection 10-5-21)	\$ 54,000	\$ 54,000	\$ -	\$ -	\$ -	95	Change Request- Was approved for \$60,000 in SFY 2021

396-1-002-2021109	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. (only hired 2 paras, changed from \$39,398.40 to \$30,100.00 and projected out the expense to following fiscal years at a 4% salary increase projection 10-5-21)	\$ 30,100	\$ 30,100	\$ -	\$ -	\$ -	95	Change Request- Was approved for \$39,398.40 in SFY 2021
396-1-003-2021109	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. (changed from \$50,000.00 to \$44,000.00 and projected out the expense to following fiscal years at a 4% salary increase projection 10-5-21)	\$ 44,000	\$ 44,000	\$ -	\$ -	\$ -	95	Change Request- Was approved for \$50,000 in SFY 2021
396-1-004-2021109	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	To reduce class size and assist in spreading out students, 2 paraeducators will be added to our fifth grade classrooms. (only hired 1 para, changed amount from \$32,832.00 to \$15,000.00 and projected out the expense to following fiscal years at a 4% salary increase projection 10-5-21)	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	95	Change Request- Was approved for \$32,832 in SFY 2021

396-1-005-20211109	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	NEW ITEM-Substitutes for teachers who are unable to provide instruction due to being positive or quarantined/excluded due to COVID-19 from the facilities. Douglass USD 396 will offer up to 10 days of COVID leave. The cost of \$56,000 covers the substitute cost to cover the classrooms that are affected.	\$ 56,000	\$ 56,000	\$ -	\$ -	\$ -	95	New Line Item
396-1-006-20211109	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	NEW ITEM- Due to COVID-19 related concerns, the district is unable to employ enough substitutes to cover classrooms. Our Elementary is most affected by this and has employed a building, long-term substitute to have come in every day that school is in session to cover any classroom that needs it.	\$ 20,843	\$ 20,843	\$ -	\$ -	\$ -	95	New Line Item

**Kansas CommonApp (2020)**

2151-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ELvbAWYK

# 415\_Hiawatha School District\_ESSER II\_Change 0928

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 415 Brown County/Hiawatha Schools
<b>Applicant / Mailing Address</b>	PO Box 398
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Lonnie Moser
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	lmoser@usd415.org
<b>Applicant / Phone Number</b>	785-742-2224

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

<b>Applicant / Federal EIN (if applicable)</b>	48-0698071
<b>Applicant / Website Address (if applicable)</b>	www.hiawathaschools.org

## Application details

Full District Name	Hiawatha Unified School District 415
District Number	415
Mailing Address   Street Address	706 S. 1st Street
Mailing   City	Hiawatha
Mailing Address   Zip Code	66434
Authorized Representative of the District   Name	Lonnie Moser
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	lmoser@usd415.org
Authorized Representative of the District   Phone Number	+17857422224
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	lthompson@usd415.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The impacts of the pandemic can be seen in a variety of substantial ways.

Student enrollment declined by 30. Some chose alternate and or home-school situations as a response to the pandemic. The loss of formalized learning within the school community will likely become evident as they return with the improving health situation. We anticipate learning gaps with those students.

Loss of Learning. 1.)School closure in the spring of 2020 and subsequent shorter closures during this school year 2)Change in school structure/operations as a result of health mitigation efforts- Our protocols for tiered support were changed in response to these efforts. We chose to prevent mixing between groups and therefore were unable to serve students fully with our intervention and progress monitoring activities. This contributed to a lack of growth and even decline in our struggling students. Our local data continues to reveal stagnation and even learning loss.

Our Fall to Winter FastBridge assessments showed overall drops in the percentage of students above the benchmark in math for eight of the nine groups completing that screener. Seven of the nine groups, when comparing a "normal" fall to the "pandemic" fall showed a negative percentage change of students above benchmark. The percentage of elementary students who scored in the high risk category also increased.

One-fourth of our high school students show flat line growth on the aMath assessment. Course failure rates at the high school were increased by nearly 30 percent. Many of those students failed more than one class.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

**Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our students demonstrate need for academic and social-emotional support that requires funding outside of our budget. Funds are needed to operate summer learning recovery center in three buildings. This will range from Pre-K-Grade 12 and will be geared to at-risk students who've demonstrated the greatest negative impact from the pandemic. Funding for summer school program will include staffing costs, transportation and food service costs, curriculum/materials/supplies, and related expenses. This program will begin in June of 2021 and run for one month.

Looking to the 2021-22 and beyond school year, we've identified several needs including:

Summer school and extended learning

professional development needs of certified staff and student support staff

Additional support staff to enable cohesive intervention with our MTSS programming

Access instructional coaching

Memberships to consortiums as a resource for teachers and staff as they

work to address the unique needs of a variety of students impacted by the pandemic

More certified staff to address literacy and math

Additional district social worker

Assessment for math, literacy, and social-emotional health.

Curricular resources for math, literacy and social-emotional intervention

Academic and positive supports to ensure students earn their HS diploma- We will offer a J.A.G. program in our high school.

Mentoring programming(Teammates)

Purchase of new Chromebooks and other devices to allow for extended learning remotely

*Premium pay - the district will pay \$500 to each employee in order to retain highly qualified staff and guarantee quality services to help overcome learning loss related to COVID-19.*

Full-time, permanent substitute teacher- This will better ensure availability of needed services and coverage in 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?

USD 415 will frequently measure our impact in the following ways;

Formative and Summative local data (screener, progress monitoring for academic and social-emotional learning, climate perception data)

Attendance Rates

Progress towards graduation and Graduation Rates

State Assessments

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:  
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and

Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Lonnie D Moser

Date | 09/17/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
415	Hiawatha	10/11/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
415-1-001-20211109	Eligible	Direct Allocation	Support Services - Instruction	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional Development activities- Teachers, Administrators, Designated Classified staff, school board-- Professional Development looked very different this year and was mostly related to delivery of services and health mitigation. As we identify resulting learning gaps and plan for addressing them, professional development will be more targeted to student learning-especially for our most needy students.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	92-1-2200-330-01	Approved at 5/11/2021 State Board Meeting.
415-1-002-20211109	Eligible	Direct Allocation	Support Services (Students)	Testing Supplies and Materials	5. Procedures and systems to improve LEA preparedness and response efforts	Purchase FastBridge Screener, progress monitoring tools and resources, Universal screening and progress monitoring will allow us to better identify gaps and measure growth. Will also purchase a data warehouse.	\$ 12,000	\$ 8,000	\$ 4,000	\$ -	\$ -	92-1-2100-670-01	Change Request was approved for \$8,000 in SFY 2021
415-1-003-20211109	Eligible	Direct Allocation	Attendance and Social Work Services	Regular Non-Certified Salaries	10. Providing mental health services and supports	Hire additional social worker.	\$ 97,000	\$ 48,500	\$ 48,500	\$ -	\$ -	92-1-2110-120-01	Change Request was approved for \$48,500 in SFY 2021
415-1-004-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hire Math Interventionist for our middle school.	\$ 104,000	\$ 52,000	\$ 52,000	\$ -	\$ -	92-1-1000-120-01	Change Request was approved for \$43,100 in SFY 2021
415-1-005-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning.Anticipated student numbers;90 in elementary, 50 in middle school, and 35 in High School.	\$ 74,000	\$ 37,000	\$ 37,000	\$ -	\$ -	92-1-1000-110-01	Change Request was approved for \$37,000 in SFY 2021

415-1-006-20211109	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning.Anticipated student numbers;90 in elementary, 50 in middle school, and 35 in High School.	\$ 6,000	\$ 3,000	\$ 3,000	\$ -	\$ -	92-1-3100-120-01	Change Request was approved for \$3,000 in SFY 2021
415-1-007-20211109	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning.Anticipated student numbers;90 in elementary, 50 in middle school, and 35 in High School.	\$ 3,700	\$ 2,700	\$ 1,000	\$ -	\$ -	92-1-2710-120-01	Change Request was approved for \$2,700 in SFY 2021
415-1-008-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning.Anticipated student numbers;90 in elementary, 50 in middle school, and 35 in High School.	\$ 6,175	\$ 2,500	\$ 2,500	\$ 1,175	\$ -	92-1-1000-610-01	Change Request was approved for \$2,500 in SFY 2021
415-1-009-20211109	Eligible	Direct Allocation	Instruction	Workbooks	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning.Anticipated student numbers;90 in elementary, 50 in middle school, and 35 in High School.	\$ 7,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	92-1-1000-645-01	Change Request was approved for \$2,500 in SFY 2021
415-1-010-20211109	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning.Anticipated student numbers;90 in elementary, 50 in middle school, and 35 in High School.	\$ 7,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	92-1-2130-120-01	Change Request was approved for \$2,500 in SFY 2022
415-1-011-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning.Anticipated student numbers;90 in elementary, 50 in middle school, and 35 in High School.	\$ 27,900	\$ 9,300	\$ 9,300	\$ 9,300	\$ -	92-1-1000-120-01	Change Request was approved for \$9,300 in SFY 2021

415-1-012-20211109	Eligible	Direct Allocation	Support Services - Instruction	Professional Employee Training and Development Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Purchase "Capturing Kids' Hearts" related training - Program focuses on building relationships, culture in the classroom and school. We plan to start the build toward full implementation this fall.	\$ 21,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ -	92-1-2200-330-01	Change Request was approved at \$7,000 in SFY 2021
415-1-013-20211109	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Purchase "Capturing Kids' Hearts" expenses for program - Program focuses on building relationships, culture in the classroom and school. We plan to start the build toward full implementation this fall.	\$ 13,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ -	92-1-2100-610-01	Change Request was approved for \$4,500 in SFY 2021
415-1-014-20211109	Eligible	Direct Allocation	Support Services (Students)	Student Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Hiawatha High School will provide J.A.G.-K programming for our students as a means to provide positive support and resources to better ensure graduation and post-secondary success. Hiawatha Middle School will purchase membership for Teammates mentoring programming. We recognize the need many of our adolescents have for a strong, positive adult mentor.	\$ 55,500	\$ 18,500	\$ 18,500	\$ 18,500	\$ -	92-1-2100-323-01	Change Request was approved for \$18,500 in SFY 2021
415-1-015-20211109	Eligible	Direct Allocation	Support Services - Instruction	Professional Employee Training and Development Services	5. Procedures and systems to improve LEA preparedness and response efforts	Support for teachers and school leaders as we identify loss/needs associated with the pandemic and develop responses. Assistance to guide programming for E.L.L., budget preparation, social-emotional support programming.	\$ 57,020	\$ 20,000	\$ 20,000	\$ 17,020	\$ -	92-1-2200-330-01	Change Request was approved for \$20,000 in SFY 2021
415-1-016-20211109	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Edgenity will be used to assist high school students needing to recover credit lost during the pandemic and improve the likelihood of their timely graduation. Seesaw Learning and Google Classroom allow for uninterrupted instruction when/if students are unable to attend school.	\$ 55,250	\$ 27,750	\$ 27,500	\$ -	\$ -	92-1-1000-320-01	Change Request was approved for \$27,750 in SFY 2021

415-1-017- Eligible 20211109	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	District will give all staff members premium pay in the amount of \$500 each in December of 2021. There will be 85 certified staff receiving the \$500. Also includes 20 USD 415 SPED Certified staff, 8 of them paid \$250 and 12 of them paid \$500. Payroll Taxes included.	\$ 54,403	\$ 54,403	\$ -	\$ -	\$ -	92-1-1000-110-01	New Line Item
415-1-018- Eligible 20211109	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	District will give all staff members premium pay in the amount of \$500 each in December of 2021. There will be 56 non-certified staff receiving the \$500. Also includes 40 non-certified SPED staff. 5 paid at \$250 and 35 paid at \$500. Payroll Taxes included	\$ 50,352	\$ 50,352	\$ -	\$ -	\$ -	92-1-1000-120-01	New Line Item
415-1-019- Eligible 20211109	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	District will purchase laptops for student learning. Purchase of new Chromebooks and other devices to allow for extended learning remotely during quarantines and to recover learning loss due to Covid. This will enable us to have less computers being shared across students lessening the chance of exposure. This will provide 75 laptops at approx \$600 per laptop.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	92-1-1000-734-01	New Line Item - Spoke with the Supts office to add additional language for tie to Covid and breakdown of costs for purchasing laptops.
415-1-020- Eligible 20211109	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire a full time sub. Full-time, permanent substitute teacher- This will better ensure availability of needed services and coverage in classrooms due to teachers quarantining and/or ill from Covid. Having a full time sub already secured is an advantage due to the lack of availability of subs on any given day.	\$ 42,500	\$ 42,500	\$ -	\$ -	\$ -	92-1-1000-210-01	New Line Item - Spoke with the Supts office to add additional language for tie to Covid.



**Kansas CommonApp (2020)**

2183-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



xvLPZenY

# 419\_Canton-Galva\_ESSER II Plan\_0401 CHANGE

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Canton-Galva

**Applicant / Mailing Address**

| 109 S. Main  
| Canton, Kansas 67428

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | William Anderson

**Applicant / Email Address of Owner, CEO, or Executive Director** | andersonw@usd419.org

**Applicant / Phone Number** | 620-628-4901

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

**Fiscal Agent / Name (if applicable)** | Cheryl Boesker

**Fiscal Agent / Email (if applicable)** | boesker@usd419.org

**Fiscal Agent / Mailing Address (if applicable)**

| 109 S. Main  
| Canton, Kansas 67428

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## Application details

Full District Name		Canton-Galva
District Number		419
Mailing Address   Street Address		116 S. Santa Fe, P.O. Box 96, Galva, KS 67443
Mailing   City		Galva
Mailing Address   Zip Code		67443
Authorized Representative of the District   Name		Jim Struber
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		struber@usd419.org
Authorized Representative of the District   Phone Number		+16206284901
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		cgclerk@usd419.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The effect of remote schooling at the end of last year, the number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Students receiving Fs this year is up about 25% from last year at the jr./sr. high school. District-wide MAPS testing scores are showing negative growth as well. At the jr./sr. high school, we have five at-risk students who are remote, all have had trouble keeping up with schoolwork and attaining passing grades. We had five students enroll in online classes due to the anxiety of coming to school.

We have seen a definite increase in apathy, stress, and anxiety during COVID. Our student advocate at the elementary indicated that 30 students are in individual counseling, and five recent additions were due to anxiety or motivational issues. The stress is not only taking a toll on our students, but our staff as well. Multiple staff members have stated that when they go home, they have very little energy or motivation. It has been reported that preparing lessons for remote students takes an additional 45 – 50 minutes per day, in addition to preparing for their in-person students.

Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We only have ESSER I SPED funding available. We are waiting for direction from our SPED cooperative. Once they have a need and then plan for those dollars, they will have us draw down the remaining funds.

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Canton-Galva USD 419 currently has plans to provide summer tutoring services for Title One elementary students, and summer school for both elementary and jr./sr high students, and K-12 summer counseling services. ESSER II allocations would be used to provide these services for our students. Expenses associated with these services include salaries for teachers, administrators, counselors, aides, custodians, and bus drivers. Any teaching supplies and/or equipment needed would also be purchased using the funds. ESSER II funding would also be used to hire an at-risk facilitator during the school year for junior/senior high school students. This person would facilitate credit recovery courses, after-school programs, and Edgenuity courses.

ESSER II funding is also going to be allocated toward district/building equipment and technology and software needs for students to assist in mitigation of learning loss due to COVID-19. One final area where we reallocated monies from ESSER II was 'activities that are necessary to maintain the operation of and continuity of services' and within this category would be for the retention of our staff during this pandemic. During the start of the 2021-22 school year, we have had interruptions in the building/classroom routines due to COVID-19 cases and contact quarantines. Faculty and staff have had to make ongoing continuous adjustments to their routines intermittently and unexpectedly. This may involve additional duties and responsibilities. This can be very stressful.

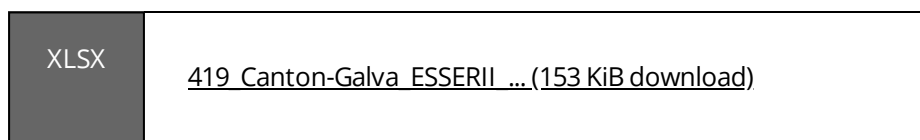
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Pre and post testing would be used to measure the impact of summer school. During the school year we would also look at testing scores such as MAPS, Aimsweb+, etc. and monitor the number of students needing credit recovery classes. The number of students requesting counseling services would also be an indicator of the emotional impact. During the 2021-22 school year, as a district we will be transitioning to Fastbridge for the monitoring of student progress, K - 12, in lieu of MAPS, and Aimsweb+.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### **Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Jim Struber

Date

| 10/04/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.



USD	District Name	Data as of
419	Canton-Galva	10/18/2021

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
419-1-001-2021109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay teacher salaries for summer school to help kids "catch-up" to or maintain grade level expectations.	\$ 33,000	\$ 15,000	\$ 18,000	\$ -	\$ -	07-1000-110-150	Approved at 5/11/2021 State Board Meeting.
419-1-002-2021109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST - Pay aid salaries for summer school to help kids "catch-up" to or maintain grade level expectations Also an At-Risk Facilitator. (Moved At-Risk Facilitator and Retention of Staff)	\$ 5,000	\$ -	\$ 2,500	\$ 2,500	\$ -	07-1000-120-150	Change Request: previously approved for \$25,000 SFY 2021 and \$26,000 SFY 2022 at the 5/11/2021 State Board Meeting
419-1-003-2021109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Pay social security contributions towards instructional summer school salaries.	\$ 6,500	\$ 3,100	\$ 3,400	\$ -	\$ -	07-1000-220-150	Approved at 5/11/2021 State Board Meeting.
419-1-004-2021109	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay counselor salaries for summer school to help kids "catch-up" to or maintain grade level expectations.	\$ 2,300	\$ 1,100	\$ 1,200	\$ -	\$ -	07-2100-110-150	Approved at 5/11/2021 State Board Meeting.
419-1-005-2021109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Pay social security contributions towards counselors summer school salaries.	\$ 200	\$ 100	\$ 100	\$ -	\$ -	07-2100-220-150	Approved at 5/11/2021 State Board Meeting.

419-1-006-2021109	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST - Pay administrative salaries for summer school to help kids "catch-up" to or maintain grade level expectations.	\$ 1,000	\$ -	\$ 500	\$ 500	\$ -	07-2400-110-150	Change Request: previously approved for \$2,100 SFY 2021 and \$2,200 SFY 2022
419-1-007-2021109	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay secretaries salaries for summer school to help kids "catch-up" to or maintain grade level expectations.	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	07-2400-120-150	Approved at 5/11/2021 State Board Meeting.
419-1-008-2021109	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social security contributions towards administrative summer school salaries.	\$ 400	\$ 200	\$ 200	\$ -	\$ -	07-2400-220-150	Approved at 5/11/2021 State Board Meeting.
419-1-009-2021109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay custodian salaries for cleaning at buildings used for summer school.	\$ 2,500	\$ 1,200	\$ 1,300	\$ -	\$ -	07-2600-120-150	Approved at 5/11/2021 State Board Meeting.
419-1-010-2021109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Pay social security contributions towards custodians summer school salaries.	\$ 200	\$ 100	\$ 100	\$ -	\$ -	07-2600-220-150	Approved at 5/11/2021 State Board Meeting.
419-1-011-2021109	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries for bus drivers to pick up and drop off kids for summer school.	\$ 6,600	\$ 3,200	\$ 3,400	\$ -	\$ -	07-2710-120-150	Approved at 5/11/2021 State Board Meeting.
419-1-012-2021109	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social security contributions towards bus drivers summer school salaries.	\$ 100	\$ 50	\$ 50	\$ -	\$ -	07-2710-220-150	Approved at 5/11/2021 State Board Meeting.
419-1-013-2021109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST - Purchase supplies needed for the summer school program	\$ 4,000	\$ -	\$ 3,500	\$ 500	\$ -	07-1000-610-150	Change Request: previously approved for \$3,000 SFY 2021 and \$2,192 SFY 2022

419-1-014-20211109	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase additional technology equipment such as computers, cameras, etc. to aid in distance learning.	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	07-1000-700-150	Approved at 5/11/2021 State Board Meeting.
419-1-015-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	CHANGE REQUEST Purchase items to help prevent the the spread of the virus such as water fountains with bottle fillers,	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	07-2600-700-150	Approved at 5/11/2021 State Board Meeting.
419-1-016-20211109	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional Development Services for Admin and Staff	\$ 3,000	\$ 1,500	\$ 1,500	\$ -	\$ -	07-2200-300-150	Approved at 5/11/2021 State Board Meeting.
419-1-017-20211109	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Online credit recovery software to help student earn credits they missed due to COVID	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	07-1000-650-150	Approved at 5/11/2021 State Board Meeting.

419-1-018-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - We have an At-Risk Facilitator hired to help kids who may be falling behind do to quarantine or other reasons. Her salary was originally figured with all non-certified salaries in the teacher aide amount listed for 11a.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	07-1000-120-150	New Line Item. Per narrative, The effect of remote schooling at the end of last year, the number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Students receiving Fs this year is up about 25% from last year at the jr./sr. high school. District-wide MAPS testing scores are showing negative growth as well. At the jr./sr. high school, we have five at-risk students who are remote, all have had trouble keeping up with schoolwork and attaining passing grades. ESSER II funding would also be used to hire an at-risk facilitator during the school year for junior/senior high school students. This person would facilitate credit recovery courses, after-school programs, and
419-1-019-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer	7. Purchasing supplies to sanitize and clean LEA and school facilities	CHANGE REQUEST - Purchasing additional PPE Products such as face masks, etc.	\$ 3,192	\$ -	\$ 3,192	\$ -	\$ -	07-2600-610-150	New Line Item
419-1-020-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - "Retention of Staff Stipend" for supplemental duties due to COVID	\$ 14,500	\$ -	\$ 14,500	\$ -	\$ -	07-1000-110-150	New Line Item. Per narrative, One final area where we reallocated monies from ESSER II was 'activities that are necessary to maintain the operation of and continuity of services' and within this category would be for the retention of our staff during this pandemic. Per applicant, the local board unanimously approved a retention stipend/premium pay to USD 419 certified and classified staff, provided it is approved by the state to be taken out of ESSER II funds: \$ 500/certified (32 staff) and \$ 300/classified (27 staff). Payout will occur following state Board approval.

419-1-021-2021109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - "Retention of Staff Stipend" for supplemental duties due to COVID	\$ 2,700	\$ -	\$ 2,700	\$ -	\$ -	07-1000-120-150	New Line Item. See 419-1-020.
419-1-022-2021109	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - "Retention of Staff Stipend" for supplemental duties due to COVID	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	07-2400-110-150	New Line Item. See 419-1-020.
419-1-023-2021109	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - "Retention of Staff Stipend" for supplemental duties due to COVID	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	07-2400-120-150	New Line Item. See 419-1-020.
419-1-024-2021109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - "Retention of Staff Stipend" for supplemental duties due to COVID	\$ 1,800	\$ -	\$ 1,800	\$ -	\$ -	07-2600-120-150	New Line Item. See 419-1-020.
419-1-025-2021109	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - "Retention of Staff Stipend" for supplemental duties due to COVID	\$ 1,800	\$ -	\$ 1,800	\$ -	\$ -	07-2710-120-150	New Line Item. See 419-1-020.
419-1-026-2021109	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - "Retention of Staff Stipend" for supplemental duties due to COVID	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ -	07-1000-220-150	New Line Item

419-1-027-2021109	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - "Retention of Staff Stipend" for supplemental duties due to COVID	\$ 300	\$ -	\$ 300	\$ -	\$ -	07-2400-220-150	New Line Item
419-1-028-2021109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - "Retention of Staff Stipend" for supplemental duties due to COVID	\$ 150	\$ -	\$ 150	\$ -	\$ -	07-2600-220-150	New Line Item
419-1-029-2021109	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - "Retention of Staff Stipend" for supplemental duties due to COVID	\$ 150	\$ -	\$ 150	\$ -	\$ -	07-2710-220-150	New Line Item

**Kansas CommonApp (2020)**

2259-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



yoamzdLG

# 467\_Leoti\_ESSERII\_Change

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | US D 467

**Applicant / Mailing Address**

| PO Box 967  
| Leoti, KS 67861

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Lori Aleta Maxwell

**Applicant / Email Address of Owner, CEO, or Executive Director** | lori.maxwell@leoti.org

**Applicant / Phone Number** | 6203754677

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)** | 480698891

**Applicant / Website Address (if applicable)** | www.leoti.org

**Applicant / Form 990 (if applicable)** [Download Form 990](#)



[Tax Exempt 202106300802.p... \(353 KiB download\)](#)

**Applicant / W9 or Year-end Financial Statement (if applicable)**

[Download Form W-9](#)

PDF

[W9 202103231038.pdf \(109 KiB download\)](#)

**Applicant / Board Member List (if applicable)**

PDF

[BOARD MEMBER INFORMATION.... \(85 KiB download\)](#)

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## Application details

Full District Name		Leoti
District Number		467
Mailing Address   Street Address		PO Box 967, 106 S Indian Road
Mailing   City		Leoti
Mailing Address   Zip Code		67861
Authorized Representative of the District   Name		Lori Maxwell
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		lori.maxwell@leoti.org
Authorized Representative of the District   Phone Number		+16203754677
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		tammymason@leoti.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 closing of schools in March 2020 brought to the surface the need for the district to have devices to support virtual meetings and learning as necessary for adequate communication among stakeholders. The district has been faced with providing on-line access to academic contests, music concerts, athletic events, and student activities. Teachers needed



professional development for FastBridge, iReady, and social emotional support for students as well as self-care. The loss of student learning occurred due to quarantines either by staff or students. Summer school was held this year and 66 students were recommended for the program. Only 29 attended regularly, citing their children needed a break from the pandemic mitigation. The summer learning program was designed to help students catch up from the Covid-19 impact. It also brought to light the inadequacy of the current HVAC system, which is needed to maintain a healthy school environment.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district will use ESSER II allocations to support student learning through the purchase of several on-line programs including FastBridge, iReady, and Lexia. The district will adopt a math curriculum to be used in order to provide students the opportunity to learn math concepts following a sequential introduction of skills that spiral as the grade levels progress. Teachers have been piecing together resources and the currently adopted program is discontinuing their on-line component. Teachers will need additional professional development as outlined above. Summer school and tutoring is being offered to help students that have fallen behind due to Covid-19. Food Service Equipment will be purchased to ensure adequate food supplies are available with the uncertainty of food supply availabilities and rising food costs. A freezer and shelving is needed for extra storage to provide proper meals for students. Retention pay for staff who are required to be in contact with students, staff, and parents that may have Covid-19 to encourage staff to remain in the district in light of additional duties necessary to implement programs designed to limit learning loss and mitigate Covid-19 concerns.

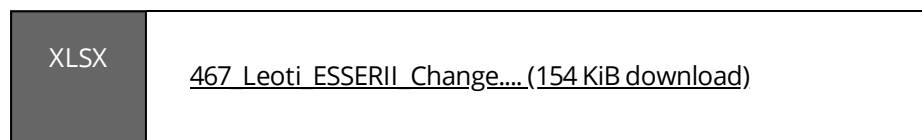
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the impact of ESSER II direct district allocation expenditures through monitoring student attendance and grades, and analyzing data from FastBridge and Kansas State Assessments- watching for growth and areas with gaps. Constant communication through notes, social media, text caster, phone calls, and parent/teacher conferences will allow families and staff to assess student needs on an ongoing basis allowing collaborative communication for the benefit of the student. Student social emotional needs will also be monitored by staff, the school counselor, and administrators on a regular basis with programs designed to support students in those areas. The school nursing staff will also monitor the health of students for any ongoing needs that might require further attention outside of the school. Counseling services will be coordinated with other agencies through wrap around meetings.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### **Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Lori Maxwell

Date

| 10/14/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
467	Leoti	10/18/2021

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
467-1-001-20211109	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	The Wichita County Health Department contracts nursing services with USD 467. The health department and district worked collaboratively on reopening plans, mitigation, and quarantines during the pandemic.	\$ 4,892	\$ 4,892	\$ -	\$ -	\$ -	97013	Approved on 8/10/2021. Relied on information on the KS Common App; Also contacted superintendent to clarify the link to Covid, and added additional description upon request of the Supt.
467-1-002-20211109	Eligible	Direct Allocation	Instruction	Textbooks	3. Providing principals and other school leaders with resources to address individual school needs	The closing of schools in March 2020 brought to the surface the need for the district to adopt a math curriculum to be used with fidelity in order to provide students the opportunity to learn math concepts following a sequential introduction of skills that spiral as the grade level increases. Teachers have been piecing together resources and our current program is discontinuing the current version of the on-line component. Since we must be prepared to use on-line materials in case of a shut-down of schools and on-line learning, a new up-to-date publication is critical. This will address learning loss due to Covid.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	97009	Approved on 8/10/2021. Relied on information on the KS Common App; Also contacted superintendent to clarify the link to Covid, and added additional description upon request of the Supt.
467-1-003-20211109	Eligible	Direct Allocation	Food Services Operations	Property	5. Procedures and systems to improve LEA preparedness and response efforts	In order to provide increased spacing in the lunch room, eight additional lunch tables are needed for seating. Current tables are extremely heavy and difficult to move on a daily basis where the lunchroom space is shared with PE and sports practices.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	97010	Approved on 8/10/2021.

467-1-004-20211109	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development 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	Teachers will need professional development for FastBridge, iReady, and social emotional support for students as well as self-care due to Covid. With a math curriculum adoption, teachers will analyze curriculum standards which may require time outside of their contract or hiring subs to cover classrooms.	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	97014	Approved on 8/10/2021.
467-1-005-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The district purchased several on-line programs including FastBridge, iReady, and Lexia. These digital purchases resulted in going over the CARES budget by \$1,087 and using ESSER 2 funds will cover this overage for one of the programs.	\$ 1,087	\$ 1,087	\$ -	\$ -	\$ -	97003	Approved on 8/10/2021. Relied on information on the KS Common App; Also contacted superintendent to clarify the link to Covid, and added additional description upon request of the Supt.
467-1-006-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Leoti offered a three-week summer school to K-6 students who demonstrated loss of learning on June 1st-18th from 8:00-11:30. Students will be served breakfast and lunch through the district's summer food program. 66 students have been recommended for the program, however, only 30 students have attended this summer opportunity. The student to teacher ratio is 10:1. Teachers will earn 4/7 of their daily pay rate for 14 days. Two teachers and one para have been hired to cover two grade level bands. This summer learning program is designed to help students catch up from the COVID-19 impact.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	97001	Approved on 8/10/2021.



467-1-007-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	K-11 students were offered small group or one-on-one instruction with a certified teacher to address learning loss due to Covid. Two eighth grade students are attending for credit recovery, but the student interest in this opportunity has been minimal. Teachers are worn out and share they need time away to recharge.	\$ 500	\$ 500	\$ -	\$ -	\$ -	97001	Approved on 8/10/2021. Relied on information on the KS Common App; Also contacted superintendent to clarify the link to Covid, and added additional description upon request of the Supt.
467-1-008-20211109	Eligible	Direct Allocation	Food Services Operations	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	With unpredictable supply availability and price increases, purchasing additional supplies to have on hand is essential. Having extra supplies requires more shelving and freezer space. In order to accommodate expanded spacing of students, a Grab & Go Cart and Hot/Cold Cart will allow food service to increase their offerings in multiple settings.	\$ 7,348	\$ -	\$ 7,348	\$ -	\$ -	97010	Approved at 8/10/2021. Relied on information on the KS Common App; Also contacted superintendent to clarify the link to Covid, and added additional description upon request of the Supt.
467-1-009-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention pay for 38 certified staff who are required to be in contact with students, staff, and parents who may have contact with covid 19. This pay will encourage all staff to stay with the district in light of additional duties necessary to implement programs designed to limit learning loss and mitigate covid 19 concerns. The hardships caused by the added responsibilities on all employees and the competing job market from other districts, will be eased by offering retention pay, thus allowing the district to address learning loss with a fully staffed faculty. The benefit would be approximately \$2000 per employee.	\$ 76,000	\$ -	\$ 76,000	\$ -	\$ -	97001	New Line Item

467-1-010-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention pay for 29 classified staff who are required to be in contact with students, staff, and parents who may have contact with covid 19. This pay will encourage all staff to stay with the district in light of additional duties necessary to implement programs designed to limit learning loss and mitigate covid 19 concerns. The hardships caused by the added responsibilities on all employees and the competing job market from other districts, will be eased by offering retention pay, thus allowing the district to address learning loss with a fully staffed faculty. The benefit would be approximately \$2000 per employee.	\$ 57,996	\$ -	\$ 57,996	\$ -	\$ -	97002	New Line Item
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**Kansas CommonApp (2020)**

2149-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



qkrDEAYL

# 489\_Hays\_ESSER II\_Change

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 489 Hays

**Applicant / Mailing Address**

| 323 West 12th, Hays KS 67601

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Chris Hipp

**Applicant / Email Address of Owner, CEO, or Executive Director** | chipp@usd489.com

**Applicant / Phone Number** | 785.623.2400

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name | USD 489 Hays

District Number | 489

Mailing Address | Street Address | 323 West 12th

Mailing   City	Hays
Mailing Address   Zip Code	67601
Authorized Representative of the District   Name	Chris Hipp
Authorized Representative of the District   Position or Title	Assistant Superintendent
Authorized Representative of the District   Email Address	chipp@usd489.com
Authorized Representative of the District   Phone Number	+17856232400
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	sdinkel@usd489.com
Other District Representative 2   Email Address	rwilson@usd489.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 experienced great loss since the beginning of the pandemic. We have seen the most learning loss in core academic areas but are equally concerned with the social emotional wellbeing of all pk-12 students. Students enrolled in PCR this school year have been impacted more than students that have attended on site throughout this school year (220 students). We anticipate a corresponding drop in state assessment participation and performance. Student have also been greatly impacted by the number of COVID related staff absences.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Funds will be used for the following purposes: improve instruction and reduce the impact of the pandemic, address learning loss through summer school and after school opportunities and by providing resources to principals to address the individual needs of each school, coordinate response efforts, provide mental health supports, purchase educational technology, and improve school facility to reduce risk of virus transmission and exposure.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

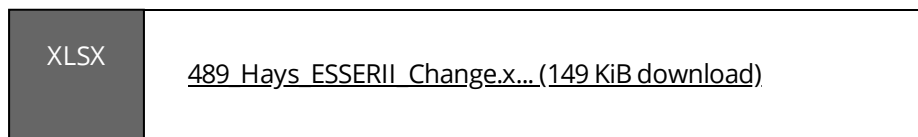
We will continue to assess and monitor student academic and social emotional growth using established measures.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

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Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations



Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Chris Hipp

Date | 09/23/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
489	Hays	10/11/2021

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
489-1-001-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE - Increased \$9856 to account for higher than expected cost of Summer School Staff	\$ 79,856	\$ -	\$ 49,583	\$ 30,273	\$ -	07 E 1006 110 0700 701	Change Request- Was approved for \$70,000 in SFY 2022. Paying June 2021 salaries after the new fiscal year (July 2021), summer school will serve 90 K-2 students, 82 Middle School, and 70 High school
489-1-002-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE - Reduced \$235,000 to 1 KG Teachers due to lower number of KG students and increased At-Risk services at HS.	\$ 110,000	\$ -	\$ 55,000	\$ 55,000	\$ -	07 E 1000 110 0700 701	Change Request- Was approved for \$170,000 in SFY 2022 and \$175,000 in SFY 2023. Keep class size small and prepare for lost instructional time as some preschoolers did not attend school due to COVID (will affect 250 kindergarteners); high school- credit recovery an
489-1-003-20211109	Eligible	Direct Allocation	Supervision of Improvement of Instruction Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE - Increased \$13,000 due to higher than anticipated employment cost of MTSS coach.	\$ 144,300	\$ -	\$ 72,150	\$ 72,150	\$ -	07 E 2211 110 0700 701	Change Request- Was approved for 65,000 in SFY 2022 and \$66,300 in SFY 2023. District wide position, but will focus on SEL with high school students.
489-1-004-20211109	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	CHANGE - Reduced \$13,000 due to lower than expected employment cost of 1 nurse and 1 community outreach specialist to support ongoing covid related intervention communication	\$ 122,600	\$ -	\$ 61,300	\$ 61,300	\$ -	07 E 2200 110 0700 701	Change Request- Was approved for \$130,000 in SFY 2022 and \$132,600 in SFY 2023. Nurse was COVID commander and did contact tracing for district and will continue to do so moving forward. Community outreach specialist will work with nurses and county health offi

489-1-005-20211109	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	CHANGE - Increased \$430,000 due to higher than expected cost to replace fixed windows with operating windows.	\$ 652,831	\$ -	\$ 652,831	\$ -	\$ -	07 E 4700 450 000 701	Change Request- Was approved for \$222,831 in SFY 2022. Please check for reasonableness as the changed cost is an additional \$400,000+.
489-1-006-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	CHANGE - Reduced \$16,674 because we have not been able to fill the BSEL support and interventionist for elementary schools yet.	\$ 114,626	\$ -	\$ 57,313	\$ 57,313	\$ -	07 E 2100 110 0700 701	Change Request- Was approved for \$65,000 in SFY 2022 and \$66,300 in SFY 2023. Behavior support- district has seen an increase in social emotional concerns due to remote/hybrid learning and COVID.
489-1-007-20211109	Eligible	Direct Allocation	Support Services - Instruction	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	CHANGE - Reduced \$70,000 by postponing Corwin Visible Learning training to focus on and LTRS Staff training to improve instruction and address learning loss in all students	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	07 E 2213 330 0100 701	Change Request- Was approved for \$40,000 in SFY 2022 and \$40,000 in SFY 2023
489-1-008-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	CHANGE - added expense code for Summer School Staff employment cost	\$ 6,148	\$ -	\$ 3,074	\$ 3,074	\$ -	07 E 1006 220 0700 701	New Line Item
489-1-009-20211109	Eligible	Direct Allocation	Improvement of Instruction Services	0	11A. Planning and implementing summer learning or enrichment programs	CHANGE - added expense code for Summer School Staff employment cost	\$ 2,461	\$ -	\$ 1,230	\$ 1,231	\$ -	07 E 2210 110 0700 701	New Line Item
489-1-010-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	CHANGE - added expense code for Summer School Staff employment cost	\$ 1,438	\$ -	\$ 719	\$ 719	\$ -	07 E 1006 222 0700 701	New Line Item
489-1-011-20211109	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	CHANGE - added expense code for Summer School Staff employment cost	\$ 99	\$ -	\$ 49	\$ 50	\$ -	07 E 1006 270 0700 701	New Line Item

489-1-012-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	CHANGE - added expense code for Summer School Staff employment cost	\$ 72	\$ -	\$ 36	\$ 36	\$ -	07 E 1006 293 0700 701	New Line Item
489-1-013-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	seven 1st grade classroom aides to support academic and sel learning loss in earlychildhood students resulting from pandemic	\$ 157,000	\$ -	\$ 77,000	\$ 80,000	\$ -	07 E 1001 120 0700 701	Approved at 6/9/2021 State Board Meeting
489-1-014-20211109	Eligible	Direct Allocation	Support Services - Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Staff devices for additional positions added above	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	07 E 2200 736 0200 701	Approved at 6/9/2021 State Board Meeting
489-1-015-20211109	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Educlimber, Zello, Lexia and FastBridge to support learning loss through MTSS targeted intervention	\$ 117,968	\$ -	\$ 58,400	\$ 59,568	\$ -	07 E 1000 653 0200 701	Approved at 6/9/2021 State Board Meeting
489-1-016-20211109	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Canvas and SeeSaw lms softwares to connect home and school	\$ 47,502	\$ -	\$ 23,400	\$ 24,102	\$ -	07 E 1000 653 0100 701	Approved at 6/9/2021 State Board Meeting
489-1-017-20211109	Eligible	Direct Allocation	Instruction	Books and Periodicals	3. Providing principals and other school leaders with resources to address individual school needs	Elementary classroom books to increase classroom libraries to address literacy needs for all students including sped and ell.	\$ 34,750	\$ 20,750	\$ 7,000	\$ 7,000	\$ -	07 E 1000 640 0200 701	Approved at 6/9/2021 State Board Meeting
489-1-018-20211109	Eligible	Direct Allocation	Instruction	Books and Periodicals	11A. Planning and implementing summer learning or enrichment programs	Summer School instructional materials	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	07 E 1006 640 0277 701	Approved at 6/9/2021 State Board Meeting

489-1-019-20211109	Eligible	Direct Allocation	Student Transportation	Student Transportation Services	11A. Planning and implementing summer learning or enrichment programs	Student Transportation	\$ 7,300	\$ -	\$ 7,300	\$ -	\$ -	07 E 2700 510 0077 701	Approved at 6/9/2021 State Board Meeting
489-1-020-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies for Summer School	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	07 E 1006 610 0277 701	Approved at 6/9/2021 State Board Meeting



gXqIYWQm

## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type		Unified School District
Applicant / Entity Name		Unified School District 497
Applicant / Mailing Address		110 McDonald Drive
Applicant / First and Last Name of Owner, CEO, or Executive Director		Kathy Johnson
Applicant / Email Address of Owner, CEO, or Executive Director		kjohnson@usd497.org
Applicant / Phone Number		7853302376

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

## Application details

Full District Name		Lawrence Public Schools
District Number		497
Mailing Address   Street Address		110 McDonald Drive
Mailing   City		Lawrence
Mailing Address   Zip Code		66044
Authorized Representative of the District   Name		Kathy Johnson

Authorized Representative of the District | Board Treasurer/Executive Director Finance  
Position or Title

Authorized Representative of the District | kjohnson@usd497.org  
Email Address

Authorized Representative of the District | +17853302376  
Phone Number

Would you like to additional district | Yes  
representatives to the application?

Other District Representative 1 | Email Kevin.Etzel@usd497.org  
Address

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.

This submission is an amendment to the original application filed. The change is reallocating funds from HVAC air quality projects, and requesting ESSER II funds instead be used for payment 1 of a multi-period Retention Incentive Plan for staff. COVID 19 has significantly impacted the district's ability to retain staff. Research shows that the retention of staff plays an important role in student success, the continuity and consistency of the teacher student relationships in the learning environment.

Does the district have remaining ESSER I | No  
funding that it has not yet spent as of the  
date of ESSER II application submission?

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and 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.

This submission is an amendment to the original application filed. The change is reallocating funds from HVAC air quality projects, and requesting ESSER II funds instead be used for payment 1 of a multi-period Retention Incentive Plan for staff. COVID 19 has significantly impacted the district's ability to retain staff. Research shows that the retention of staff plays an important role in student success, the continuity and consistency of the teacher student relationships in the 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?

Student success will improve, and staff retention will be realized.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## **Local Education Agency (LEA) Assurances**

### **Section I. General Grant Assurances for Federal Funds**

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:



- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- The amount of funds under the grant or subgrant;
- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into.

Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A)

Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist

educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to

meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in

distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Katharine S. Johnson

Date | 10/01/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
497	Lawrence	10/18/2021

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
497-1-001-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 684,203	\$ -	\$ 684,203	\$ -	\$ -	6121IN1570	Approved at 6/9/2021 State Board Meeting.
497-1-002-20211109	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 88,309	\$ -	\$ 88,309	\$ -	\$ -	6121IN1570	Approved at 6/9/2021 State Board Meeting.
497-1-003-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 52,351	\$ -	\$ 52,351	\$ -	\$ -	6121IN1570	Approved at 6/9/2021 State Board Meeting.
497-1-004-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 15,821	\$ -	\$ 15,821	\$ -	\$ -	6121IN1570	Approved at 6/9/2021 State Board Meeting.
497-1-005-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and ELA classes, emphasis on literacy skills based on specific student data and student remedial needs.	\$ 210,524	\$ -	\$ 210,524	\$ -	\$ -	6121IN1571	Approved at 6/9/2021 State Board Meeting.

497-1-006-2021109	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and ELA classes, emphasis on literacy skills based on specific student data and student remedial needs.	\$ 27,172	\$ -	\$ 27,172	\$ -	\$ -	6121IN1571	Approved at 6/9/2021 State Board Meeting.
497-1-007-2021109	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and ELA classes, emphasis on literacy skills based on specific student data and student remedial needs.	\$ 16,106	\$ -	\$ 16,106	\$ -	\$ -	6121IN1571	Approved at 6/9/2021 State Board Meeting.
497-1-008-2021109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and ELA classes, emphasis on literacy skills based on specific student data and student remedial needs.	\$ 4,864	\$ -	\$ 4,864	\$ -	\$ -	6121IN1571	Approved at 6/9/2021 State Board Meeting.
497-1-009-2021109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and after school targeted support based on specific student data and student remedial needs.	\$ 157,893	\$ -	\$ 157,893	\$ -	\$ -	6121IN1572	Approved at 6/9/2021 State Board Meeting.
497-1-010-2021109	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and after school targeted support based on specific student data and student remedial needs.	\$ 20,379	\$ -	\$ 20,379	\$ -	\$ -	6121IN1572	Approved at 6/9/2021 State Board Meeting.
497-1-011-2021109	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and after school targeted support based on specific student data and student remedial needs.	\$ 12,080	\$ -	\$ 12,080	\$ -	\$ -	6121IN1572	Approved at 6/9/2021 State Board Meeting.
497-1-012-2021109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and after school targeted support based on specific student data and student remedial needs.	\$ 3,650	\$ -	\$ 3,650	\$ -	\$ -	6121IN1572	Approved at 6/9/2021 State Board Meeting.

497-1-013-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 151,913	\$ -	\$ 151,913	\$ -	\$ -	6121IN1535	Approved at 6/9/2021 State Board Meeting.
497-1-014-20211109	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 19,606	\$ -	\$ 19,606	\$ -	\$ -	6121IN1535	Approved at 6/9/2021 State Board Meeting.
497-1-015-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 11,621	\$ -	\$ 11,621	\$ -	\$ -	6121IN1535	Approved at 6/9/2021 State Board Meeting.
497-1-016-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 3,508	\$ -	\$ 3,508	\$ -	\$ -	6121IN1535	Approved at 6/9/2021 State Board Meeting.
497-1-017-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Resources for schools to address principal identified needs of a building related to the pandemic.	\$ 674,481	\$ 174,481	\$ 250,000	\$ 250,000	\$ -	6121IN0000	Approved at 6/9/2021 State Board Meeting.
497-1-018-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payments for additional staff duties that are due to additional COVID-19 related duties. Support documentation required.	\$ 480,368	\$ -	\$ 480,368	\$ -	\$ -	6121IN0000	Approved at 6/9/2021 State Board Meeting.
497-1-019-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payments for additional staff duties that are due to additional COVID-19 related duties. Support documentation required.	\$ 36,749	\$ -	\$ 36,749	\$ -	\$ -	6121IN0000	Approved at 6/9/2021 State Board Meeting.

497-1-020-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payments for additional staff duties that are due to additional COVID-19 related duties. Support documentation required.	\$ 2,883	\$ -	\$ 2,883	\$ -	\$ -	6121IN0000	Approved at 6/9/2021 State Board Meeting.
497-1-021-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.	\$ 101,735	\$ -	\$ 101,735	\$ -	\$ -	6121SS1300	Approved at 6/9/2021 State Board Meeting.
497-1-022-20211109	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.	\$ 13,131	\$ -	\$ 13,131	\$ -	\$ -	6121SS1300	Approved at 6/9/2021 State Board Meeting.
497-1-023-20211109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.	\$ 7,783	\$ -	\$ 7,783	\$ -	\$ -	6121SS1300	Approved at 6/9/2021 State Board Meeting.

497-1-024-20211109	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.	\$ 2,351	\$ -	\$ 2,351	\$ -	\$ -	6121SS1300	Approved at 6/9/2021 State Board Meeting.
497-1-025-20211109	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.	\$ 101,735	\$ -	\$ 101,735	\$ -	\$ -	6121IS1300	Approved at 6/9/2021 State Board Meeting.
497-1-026-20211109	Eligible	Direct Allocation	Support Services - Instruction	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.	\$ 13,131	\$ -	\$ 13,131	\$ -	\$ -	6121IS1300	Approved at 6/9/2021 State Board Meeting.
497-1-027-20211109	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.	\$ 7,783	\$ -	\$ 7,783	\$ -	\$ -	6121IS1300	Approved at 6/9/2021 State Board Meeting.
497-1-028-20211109	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.	\$ 2,351	\$ -	\$ 2,351	\$ -	\$ -	6121IS1300	Approved at 6/9/2021 State Board Meeting.
497-1-029-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff.	\$ 52,631	\$ -	\$ 52,631	\$ -	\$ -	6121NU0000	Approved at 6/9/2021 State Board Meeting.



497-1-030-20211109	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of	Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff.	\$ 6,793	\$ -	\$ 6,793	\$ -	\$ -	6121NU0000	Approved at 6/9/2021 State Board Meeting.
497-1-031-20211109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff.	\$ 4,027	\$ -	\$ 4,027	\$ -	\$ -	6121NU0000	Approved at 6/9/2021 State Board Meeting.
497-1-032-20211109	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff.	\$ 1,217	\$ -	\$ 1,217	\$ -	\$ -	6121NU0000	Approved at 6/9/2021 State Board Meeting.
497-1-033-20211109	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Supplies for COVID dedicated nurse	\$ 332	\$ -	\$ 332	\$ -	\$ -	6121NU0000	Approved at 6/9/2021 State Board Meeting.
497-1-034-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	PPE and related supplies	\$ 75,000	\$ 25,000	\$ 50,000	\$ -	\$ -	6121IN0000	Approved at 6/9/2021 State Board Meeting.
497-1-035-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	Air purifiers	\$ 399,500	\$ 399,500	\$ -	\$ -	\$ -	6120OM0000	Approved at 6/9/2021 State Board Meeting.

497-1-036-20211109	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	Replacement air filters for ESSER purchased air purifiers	\$ 150,500	\$ -	\$ 75,000	\$ 75,500	\$ -	6120OM000	Approved at 6/9/2021 State Board Meeting.
497-1-037-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	CHANGE: HVAC repairs resulting from air quality study	\$ 185,960	\$ -	\$ -	\$ 185,960	\$ -	6120OM000	Change Request: Previously approved for \$500,000 SFY 2022 and 2023.
497-1-038-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.	\$ 396,765	\$ 132,255	\$ 132,255	\$ 132,255	\$ -	6121IN4470	Approved at 6/9/2021 State Board Meeting.
497-1-039-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.	\$ 17,472	\$ 5,824	\$ 5,824	\$ 5,824	\$ -	6121IN4470	Approved at 6/9/2021 State Board Meeting.
497-1-040-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.	\$ 31,716	\$ 10,572	\$ 10,572	\$ 10,572	\$ -	6121IN4470	Approved at 6/9/2021 State Board Meeting.
497-1-041-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.	\$ 2,538	\$ 846	\$ 846	\$ 846	\$ -	6121IN4470	Approved at 6/9/2021 State Board Meeting.

497-1-042-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies for Elementary Summer Learning.	\$ 16,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ -	6121IN4470	Approved at 6/9/2021 State Board Meeting.
497-1-043-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Elementary Administrative support to provide summer learning oppurtunities	\$ 85,680	\$ 28,560	\$ 28,560	\$ 28,560	\$ -	6121SA4470	Approved at 6/9/2021 State Board Meeting.
497-1-044-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Elementary Administrative support to provide summer learning oppurtunities	\$ 21,420	\$ 7,140	\$ 7,140	\$ 7,140	\$ -	6121SA4470	Approved at 6/9/2021 State Board Meeting.
497-1-045-20211109	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Elementary Administrative support to provide summer learning oppurtunities	\$ 8,232	\$ 2,744	\$ 2,744	\$ 2,744	\$ -	6121SA4470	Approved at 6/9/2021 State Board Meeting.
497-1-046-20211109	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Elementary Administrative support to provide summer learning oppurtunities	\$ 714	\$ 238	\$ 238	\$ 238	\$ -	6121SA4470	Approved at 6/9/2021 State Board Meeting.
497-1-047-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing services for elementary students attending summer school	\$ 27,159	\$ 9,053	\$ 9,053	\$ 9,053	\$ -	6121NU4470	Approved at 6/9/2021 State Board Meeting.
497-1-048-20211109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Nursing services for elementary students attending summer school	\$ 2,079	\$ 693	\$ 693	\$ 693	\$ -	6121NU4470	Approved at 6/9/2021 State Board Meeting.

497-1-049-20211109	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Nursing services for elementary students attending summer school	\$ 168	\$ 56	\$ 56	\$ 56	\$ -	6121NU470	Approved at 6/9/2021 State Board Meeting.
497-1-050-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Counseling services for elementary students attending summer school	\$ 33,948	\$ 11,316	\$ 11,316	\$ 11,316	\$ -	6121GU470	Approved at 6/9/2021 State Board Meeting.
497-1-051-20211109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Counseling services for elementary students attending summer school	\$ 2,598	\$ 866	\$ 866	\$ 866	\$ -	6121GU470	Approved at 6/9/2021 State Board Meeting.
497-1-052-20211109	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Counseling services for elementary students attending summer school	\$ 207	\$ 69	\$ 69	\$ 69	\$ -	6121GU470	Approved at 6/9/2021 State Board Meeting.
497-1-053-20211109	Eligible	Direct Allocation	Student Transportation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Transportation services for elementary students attending summer school	\$ 86,031	\$ 28,677	\$ 28,677	\$ 28,677	\$ -	6121TR470	Approved at 6/9/2021 State Board Meeting.
497-1-054-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Middle School summer learning for Math, ELA, with social and emotional learning incorporated.	\$ 250,356	\$ 83,452	\$ 83,452	\$ 83,452	\$ -	6121IN4471	Approved at 6/9/2021 State Board Meeting.
497-1-055-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Middle School summer learning for Math, ELA, with social and emotional learning incorporated.	\$ 3,744	\$ 1,248	\$ 1,248	\$ 1,248	\$ -	6121IN4471	Approved at 6/9/2021 State Board Meeting.

497-1-056-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Middle School summer learning for Math, ELA, with social and emotional learning incorporated.	\$ 19,446	\$ 6,482	\$ 6,482	\$ 6,482	\$ -	6121IN4471	Approved at 6/9/2021 State Board Meeting.
497-1-057-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Middle School summer learning for Math, ELA, with social and emotional learning incorporated.	\$ 1,545	\$ 515	\$ 515	\$ 515	\$ -	6121IN4471	Approved at 6/9/2021 State Board Meeting.
497-1-058-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies for Middle School summer learning	\$ 6,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ -	6121IN4471	Approved at 6/9/2021 State Board Meeting.
497-1-059-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide Middle School summer learning oppurtunities	\$ 14,688	\$ 4,896	\$ 4,896	\$ 4,896	\$ -	6121SA4471	Approved at 6/9/2021 State Board Meeting.
497-1-060-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide Middle School summer learning oppurtunities	\$ 4,896	\$ 1,632	\$ 1,632	\$ 1,632	\$ -	6121SA4471	Approved at 6/9/2021 State Board Meeting.
497-1-061-20211109	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide Middle School summer learning oppurtunities	\$ 1,506	\$ 502	\$ 502	\$ 502	\$ -	6121SA4471	Approved at 6/9/2021 State Board Meeting.

497-1-062-20211109	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide Middle School summer learning oppurtunities	\$ 132	\$ 44	\$ 44	\$ 44	\$ -	6121SA4471	Approved at 6/9/2021 State Board Meeting.
497-1-063-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing services for Middle School students attending summer school	\$ 10,185	\$ 3,395	\$ 3,395	\$ 3,395	\$ -	6121NU4471	Approved at 6/9/2021 State Board Meeting.
497-1-064-20211109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Nursing services for Middle School students attending summer school	\$ 780	\$ 260	\$ 260	\$ 260	\$ -	6121NU4471	Approved at 6/9/2021 State Board Meeting.
497-1-065-20211109	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Nursing services for Middle School students attending summer school	\$ 63	\$ 21	\$ 21	\$ 21	\$ -	6121NU4471	Approved at 6/9/2021 State Board Meeting.
497-1-066-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Counseling services for Middle School students attending summer school	\$ 10,185	\$ 3,395	\$ 3,395	\$ 3,395	\$ -	6121GU4471	Approved at 6/9/2021 State Board Meeting.
497-1-067-20211109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Counseling services for Middle School students attending summer school	\$ 780	\$ 260	\$ 260	\$ 260	\$ -	6121GU4471	Approved at 6/9/2021 State Board Meeting.

497-1-068-20211109	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Counseling services for Middle School students attending summer school	\$ 63	\$ 21	\$ 21	\$ 21	\$ -	6121GU4471	Approved at 6/9/2021 State Board Meeting.
497-1-069-20211109	Eligible	Direct Allocation	Student Transportation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Transportation services for Middle School students attending summer school	\$ 18,435	\$ 6,145	\$ 6,145	\$ 6,145	\$ -	6121TR4471	Approved at 6/9/2021 State Board Meeting.
497-1-070-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide High School summer learning, credit recovery, Math and ELA with Social and Emotional learning incorporated.	\$ 225,744	\$ 75,248	\$ 75,248	\$ 75,248	\$ -	6121IN4472	Approved at 6/9/2021 State Board Meeting.
497-1-071-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide High School summer learning, credit recovery, Math and ELA with Social and Emotional learning incorporated.	\$ 4,992	\$ 1,664	\$ 1,664	\$ 1,664	\$ -	6121IN4472	Approved at 6/9/2021 State Board Meeting.
497-1-072-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Staff to provide High School summer learning, credit recovery, Math and ELA with Social and Emotional learning incorporated.	\$ 17,661	\$ 5,887	\$ 5,887	\$ 5,887	\$ -	6121IN4472	Approved at 6/9/2021 State Board Meeting.
497-1-073-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Staff to provide High School summer learning, credit recovery, Math and ELA with Social and Emotional learning incorporated.	\$ 1,404	\$ 468	\$ 468	\$ 468	\$ -	6121IN4472	Approved at 6/9/2021 State Board Meeting.

497-1-074-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies to provide high school summer learning oppurtunities	\$ 5,145	\$ 1,715	\$ 1,715	\$ 1,715	\$ -	6121IN4472	Approved at 6/9/2021 State Board Meeting.
497-1-075-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide high school summer learning oppurtunities	\$ 29,376	\$ 9,792	\$ 9,792	\$ 9,792	\$ -	6121SA4472	Approved at 6/9/2021 State Board Meeting.
497-1-076-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide high school summer learning oppurtunities	\$ 9,792	\$ 3,264	\$ 3,264	\$ 3,264	\$ -	6121SA4472	Approved at 6/9/2021 State Board Meeting.
497-1-077-20211109	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide high school summer learning oppurtunities	\$ 3,006	\$ 1,002	\$ 1,002	\$ 1,002	\$ -	6121SA4472	Approved at 6/9/2021 State Board Meeting.
497-1-078-20211109	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide high school summer learning oppurtunities	\$ 261	\$ 87	\$ 87	\$ 87	\$ -	6121SA4472	Approved at 6/9/2021 State Board Meeting.
497-1-079-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing services for high school students attending summer school	\$ 6,792	\$ 2,264	\$ 2,264	\$ 2,264	\$ -	6121NU4472	Approved at 6/9/2021 State Board Meeting.



497-1-080-20211109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Nursing services for high school students attending summer school	\$ 522	\$ 174	\$ 174	\$ 174	\$ -	6121NU4472	Approved at 6/9/2021 State Board Meeting.
497-1-081-20211109	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Nursing services for high school students attending summer school	\$ 45	\$ 15	\$ 15	\$ 15	\$ -	6121NU4472	Approved at 6/9/2021 State Board Meeting.
497-1-082-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Counseling services for high school students attending summer school	\$ 6,792	\$ 2,264	\$ 2,264	\$ 2,264	\$ -	6121GU4472	Approved at 6/9/2021 State Board Meeting.
497-1-083-20211109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Counseling services for high school students attending summer school	\$ 522	\$ 174	\$ 174	\$ 174	\$ -	6121GU4472	Approved at 6/9/2021 State Board Meeting.
497-1-084-20211109	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Counseling services for high school students attending summer school	\$ 45	\$ 15	\$ 15	\$ 15	\$ -	6121GU4472	Approved at 6/9/2021 State Board Meeting.
497-1-085-20211109	Eligible	Direct Allocation	Student Transportation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Transportation services for high school students attending summer school	\$ 36,870	\$ 12,290	\$ 12,290	\$ 12,290	\$ -	6121TR4472	Approved at 6/9/2021 State Board Meeting.

497-1-086-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention Incentive Plan - Payment 1 for eligible staff, part of a multi-period plan to retain staff through 2023.	\$ 475,000	\$ -	\$ 475,000	\$ -	\$ -	6121IN0000	New Line Item. Per narrative, The change is reallocating funds from HVAC air quality projects, and requesting ESSER II funds instead be used for payment 1 of a multi-period Retention Incentive Plan for staff. COVID 19 has significantly impacted the district's ability to retain staff. Research shows that the retention of staff plays an important role in student success, the continuity and consistency of the teacher student relationships in the learning environment. Per applicant, The board approved on September 13, 2021 pending approval in ESSER II amendment ESSER III grant approvals. The change to our ESSER II is for the first payment, the balance of the Retention Incentive Plan will be submitted in the ESSER III grant in the near future. This first payment
497-1-087-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention Incentive Plan - Payment 1 for eligible staff, part of a multi-period plan to retain staff through 2023.	\$ 277,000	\$ -	\$ 277,000	\$ -	\$ -	6121IN0000	New Line Item. See 497-1-086.
497-1-088-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention Incentive Plan - Payment 1 for eligible staff, part of a multi-period plan to retain staff through 2023.	\$ 57,528	\$ -	\$ 57,528	\$ -	\$ -	6121IN0000	New Line Item
497-1-089-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention Incentive Plan - Payment 1 for eligible staff, part of a multi-period plan to retain staff through 2023.	\$ 4,512	\$ -	\$ 4,512	\$ -	\$ -	6121IN0000	New Line Item



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## November 5th Task Force Meeting Pre-Read Materials

Dear Task Force members,

### Update on ESSER II Application Process:

The ESSER II application process was launched on March 24<sup>th</sup> and it is a rolling process unlike EANS. The Kansas State Department of Education (KSDE) review team has been hard at work reviewing applications in the order they have been submitted, following up with districts as needed for clarification of requests and to inform them of requests deemed ineligible. The first 55 applications were reviewed by the Task Force in prior meetings and approved by the State Board on May 11<sup>th</sup>. The second batch consisted of 76 ESSER II applications, and they were reviewed by the Task Force in prior meetings and approved by the State Board on June 6<sup>th</sup>. The third batch consisted of 38 ESSER II applications and 12 change requests, and they were approved by the State Board on July 14<sup>th</sup>. The fourth batch consisted of 21 ESSER II applications and 12 change requests and were approved by the State Board on August 10<sup>th</sup>. The pre-read sent on August 25<sup>th</sup> consisted of 14 applications and 19 change requests. The pre-read sent on September 8<sup>th</sup>, consisted of 22 applications and 11 change requests. The August 25<sup>th</sup> and the September 8<sup>th</sup> pre-reads were approved by the State Board on September 14<sup>th</sup>. The September 29<sup>th</sup> pre-read consisted of 18 applications and 12 change requests and were approved at the October 12 State Board Meeting. The last pre-read batch consisted of 9 applications and 17 change requests. This pre-read consists of 20 applications and 6 change requests will be voted on at the November 5<sup>th</sup> Taskforce meeting. Currently there are 12 applications under review.

Once a district's application is approved by the State Board, it may begin drawing down its ESSER II funds as needed, monthly, through the same process utilized for ESSER I funds. Any application that has not yet been fully reviewed will be deferred to future batches and will be addressed in upcoming Task Force meetings.

### Reminder:

Change requests are starting to roll in and in order to help those changes stand out, we have made a few changes to the PDFs containing the line items. When reviewing the PDFs, you will notice certain line items are highlighted different colors; the different colors will represent the type of change request a line item is. Below will be a key to help you navigate through the recent update on the PDFs for change requests.



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- For new line items, the line will be highlighted in yellow.
- For a change to a previously approved line item, the line will be highlighted in blue.
- For items deemed ineligible by the KSDE review team, the item will be highlighted in red.

In addition to this cover letter, this pre-read contains the following:

- 20 districts allocating their ESSER II funds. This includes their plans as well as their line items.
- 6 districts are requesting a change to their previously allocated ESSER II funds.

As a reminder, in the meeting we will review applications and requests deemed eligible at a summary level. If there is a specific application or request you would like addressed in the Task Force meeting, please email [ESSER@ksde.org](mailto:ESSER@ksde.org) no later than Thursday, November 4<sup>th</sup> at 4:00 p.m. so information for the district in question can be included in the presentation materials.

## ESSER II Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	210	Hugoton Public Schools	997	62%	\$ 717,181	\$ 717,181	100%	\$ 717,181	100%	\$ 720
2	227	Hodgeman County Schools	295	38%	\$ 137,553	\$ 82,356	60%	\$ 82,356	100%	\$ 279
3	237	Smith Center	398	45%	\$ 292,151	\$ 217,834	75%	\$ 205,834	94%	\$ 517
4	245	LeRoy-Gridley	170	63%	\$ 119,691	\$ 119,691	100%	\$ 119,691	100%	\$ 704
5	269	Palco	88	48%	\$ 70,445	\$ 69,576	99%	\$ 69,576	100%	\$ 795
6	270	Plainville	339	41%	\$ 187,902	\$ 187,902	100%	\$ 187,902	100%	\$ 555
7	275	Triplains	66	40%	\$ 51,925	\$ 51,925	100%	\$ 51,925	100%	\$ 787
8	339	Jefferson County North	433	32%	\$ 138,217	\$ 138,217	100%	\$ 138,217	100%	\$ 320
9	347	Kinsley-Offerle	276	50%	\$ 211,956	\$ 211,956	100%	\$ 211,956	100%	\$ 768
10	369	Burrton	195	55%	\$ 165,045	\$ 165,045	100%	\$ 165,045	100%	\$ 849
11	376	Sterling	482	40%	\$ 240,669	\$ 240,003	100%	\$ 240,003	100%	\$ 498
12	401	Chase-Raymond	149	78%	\$ 197,729	\$ 176,729	89%	\$ 176,729	100%	\$ 1,186
13	421	Lyndon	389	36%	\$ 200,989	\$ 200,989	100%	\$ 200,989	100%	\$ 517
14	432	Victoria	273	30%	\$ 81,744	\$ 81,744	100%	\$ 81,744	100%	\$ 300
15	440	Halstead	778	41%	\$ 424,721	\$ 420,481	99%	\$ 420,481	100%	\$ 541
16	449	Easton	625	26%	\$ 187,652	\$ 187,652	100%	\$ 187,652	100%	\$ 300
17	474	Haviland	100	43%	\$ 90,327	\$ 90,327	100%	\$ 90,327	100%	\$ 903
18	482	Dighton	224	45%	\$ 123,809	\$ 123,809	100%	\$ 123,809	100%	\$ 553
19	484	Fredonia	618	51%	\$ 598,221	\$ 446,043	75%	\$ 446,043	100%	\$ 722
20	511	Attica	163	54%	\$ 109,475	\$ 109,475	100%	\$ 109,475	100%	\$ 674
<b>Total</b>			<b>7,054</b>	<b>45%</b>	<b>\$ 4,347,402</b>	<b>\$ 4,038,935</b>	<b>93%</b>	<b>\$ 4,026,935</b>	<b>100%</b>	<b>\$ 571</b>

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

**Kansas CommonApp (2020)**

1701-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



YdOakDrb

# 210\_Hugoton\_ESSER II Plan\_0927

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Hugoton Public Schools
<b>Applicant / Mailing Address</b>	
529 S Main	
Hugoton, KS 67951	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Adrian Howie
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	adrian.howie@usd210.org
<b>Applicant / Phone Number</b>	6205444397

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	Hugoton Public Schools
District Number	210

Mailing Address   Street Address	529 S. Main
Mailing   City	Hugoton
Mailing Address   Zip Code	67951
Authorized Representative of the District   Name	Adrian Howie
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	adrian.howie@usd210.org
Authorized Representative of the District   Phone Number	+16205444397
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	davonna.daharsh@usd210.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 210 experienced significant impacts on the learning environment due to Covid. Since the pandemic began, we have had up to 40% of a buildings population absent at one time due to positive cases and/or exposure. We have seen increased costs in cleaning supplies and custodial support in an effort to keep classrooms clean. We have been forced to turn traditionally non-learning rooms into classrooms to help keep students spread out. We have spent large amounts of money on PPE supplies for both staff and students. From an academic standpoint, we saw significant learning loss in Math and ELA based on MAP scores from December 2019 to August 2020. While we regained some of that loss last year, we still had a learning slide over the summer and need to make up additional losses. Due to the pandemic, our students have lost out on experiential learning opportunities like field trips, etc. We have been working to establish summer school and after school social-emotional learning opportunities as well as academic supports to meet our students needs.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 210 plans to use ESSER II money to:

- 1) provide academic support for students through summer school and after-school programming
- 2) address learning loss through curricular supports and alignment
- 3) providing professional learning for staff to help them grow instructionally and address learning loss
- 4) PPE for staff and students
- 5) technology supports for students to be able to participate in learning in a remote environment
- 6) add nursing support
- 7) provide social-emotional support for students
- 8) purchase additional cleaning supplies and custodial support to keep facilities clean



How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

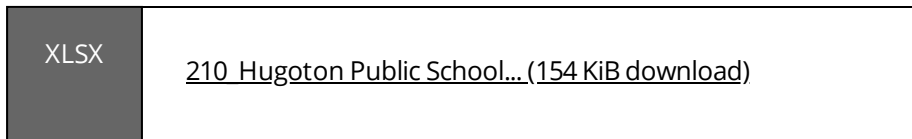
We will evaluate the impact of ESSER II dollars based on the following criteria:

- 1) academic days lost due to exposure or positive tests (healthy environment)
- 2) academic growth based on MAP and FastBridge data (academic support)
- 3) absentee rate of students (healthy environment)
- 4) social-emotional feedback from Kansas Communities that Care surveys

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:  
2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency,

including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Adrian Howie

Date | 09/27/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
210	Hugoton Public Schools	11/1//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
210-1-001-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase chemicals and cleaning machines to sanitize and clean classrooms specific to COVID and COVID protocols.	\$ 60,000	\$ -	\$ 30,000	\$ 30,000	\$ -	75-00-1000-600-00	Per email request for additional information from district. 10/22/2021 We plan to spend \$5,000-\$10,000 on disinfectant sprayers and ionizers to clean: locker rooms, buses, gymnasium seats/bleachers, and large gathering areas. This is due to enhanced cleaning protocols in an effort to reduce the risk of COVID spread in our district. The rest, \$50,000 will be dedicated to chemicals such as disinfectant sprays and wipes for each classroom as teachers are having to help disinfect classrooms multiple times a day due to enhanced covid protocols. Additional disinfectant cleaning chemicals for custodial staff is included in this as they are cleaning shared spaces multiple times a day, due to covid enhanced cleaning protocols.
210-1-002-20211109	Eligible	Direct Allocation	Maintenance of Buildings	Part-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Pay for overtime accrued by custodians staff who have lengthier cleaning protocols due to COVID-19.	\$ 35,000	\$ -	\$ 20,000	\$ 15,000	\$ -	08-00-2620-122-00	

210-1-003-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries, insurance, and SS contributions for 20 fully certified teachers and 11 HS aged camp counselors to conduct an activity based/enrichment summer camp. Camp was all of June and July and provided activities for 200+ campers. Camp ran from 8:00 am - 4:00 pm daily and included field trips each Friday. Summer camp is an opportunity for us to address social-emotional development and learning needs of students. The COVID-19 pandemic has highlighted the needs of our students in these areas.	\$ 237,940	\$ 97,940	\$ 75,000	\$ 65,000	\$ -	29-00-1000-111-00	
210-1-004-20211109	Eligible	Direct Allocation	Instruction	Property	11A. Planning and implementing summer learning or enrichment programs	Summer school enrichment equipment include: musical instruments, robotics, drones, puzzles, board games, books, art supplies, cooking utensils and ingredients, wood for shop class, legos, yard games, gardening tools, metal detectors, etc. These supplies will also be used for after school programming. Summer camp is an opportunity for us to address social-emotional development and learning needs of students. The COVID-19 pandemic has highlighted the needs of our students in these areas.	\$ 50,000	\$ 40,000	\$ -	\$ 10,000	\$ -	29-00-1000-700-00	
210-1-005-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Consumable supplies for operating summer camp. Summer camp is an opportunity for us to address social-emotional development and learning needs of students. The COVID-19 pandemic has highlighted the needs of our students in these areas.	\$ 30,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ -	29-00-1000-600-00	
210-1-006-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	PPE supplies for staff and students as a means to safely open schools and remain open throughout the course of the COVID-19 pandemic. Supplies include but are not limited to masks, face shields, and gowns.	\$ 30,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ -	75-00-1000-600-00	

210-1-007-20211109	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Purchase supporting curricular ELA resources for 7th and 8th grade. Academic data showed these two grade levels needed additional support in the areas of writing, phonics, and MTSS as well as providing opportunities for remote learning activities. Due to the learning loss associated with Covid-19, getting a prescribed curricular resources that was aligned in the building will help catch students up	\$ 26,000	\$ 26,000	\$ -	\$ -	\$ -	75-00-1000-300-00	
210-1-008-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	Salaries for 14 staff members to run an after-school program for K-6 students. Enrollment for this program is open to any of the 600 students in the district. The focus will be on providing academic supports for students as well as providing opportunities to learn social-emotionally as well as enrichment. This is in response to learning loss and social emotional loss of student due to Covid-19.	\$ 180,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ -	29-00-1000-111-00	
210-1-009-20211109	Eligible	Direct Allocation	Health Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Making 2 part time nurses full time to address the health needs of students as well as to help with testing, contact tracing, and communication with families.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	08-01-2130-121-00	
210-1-010-20211109	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Updating instructional technology used in the classroom so that students in remote learning have access to the classroom as well as the teacher. Remote learning is a response to Covid-19 that allows all students to have the opportunity to learn regardless of location.	\$ 28,241	\$ -	\$ 10,000	\$ 18,241	\$ -	75-00-1000-300-00	

**Kansas CommonApp (2020)**

2208-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



MwPIRkpo

# 227\_Hodgeman County\_ESSER II Plan\_1007

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 227 Hodgeman County
<b>Applicant / Mailing Address</b>	PO Box 398, Jetmore, KS 67854
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Doug Chaney
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	dbchaney@usd227.org
<b>Applicant / Phone Number</b>	620-357-8301

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.)

<b>Applicant / Federal EIN (if applicable)</b>	480699899
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## Application details

Full District Name	Hodgeman County
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District Number		227
Mailing Address   Street Address		PO Box 398   401 Douglas
Mailing   City		Jetmore
Mailing Address   Zip Code		67854
Authorized Representative of the District   Name		Doug Chaney
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		dbchaney@usd227.org
Authorized Representative of the District   Phone Number		+16203578301
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		christina@usd227.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The impact of Covid-19 on USD 227 reached across many areas of our daily lives affecting students, faculty and families. Living in remote western Kansas, schools serve as a central hub for our communities. When we were shut down, some students and adults lost their social network which took a toll on their well being. Students missed traditional steps in life which cost them learning loss both academically as well as socially. Living where we do, not everyone has functioning connectivity to the outside. This created problems in getting instruction to our students which in turn created cost to the district through devices and connectivity. We have learned that internet teaching only goes so far and it takes a special student to be successful, learning from home remotely. The effects of Covid-19 will be felt academically and socially for years to come.

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.

To help pay for after school tutoring, summer school, programs to assist with the mental health of our students, technology that can be used off site in case of a shut down or quarantine, and cleaning supplies to keep the facilities sanitized.

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational

Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

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Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

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Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

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Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **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 227 Hodgeman County Public Schools, in an effort to retain and recruit quality staff during the COVID-19 Pandemic, proposes using ESSER II funds to provide a one-time \$1500 premium pay incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, administration, office, nutrition, custodial, maintenance and transportation total of 52 employees.

The Pandemic will continue to challenge all of us to provide a safe quality learning environment for all our students during

the 2021-2022 school year. Although the majority of our staff have been fully vaccinated, some have not. Some of our students age 12 and older have been vaccinated but many have not and none of the students under 12 are eligible for a vaccination at this time. We will be asking all of our staff to go above and beyond their normal duties and responsibilities to keep our facilities, busses, and learning environments clean and safe for student and staff use. We believe our staff will earn and they deserve this one-time premium pay incentive.

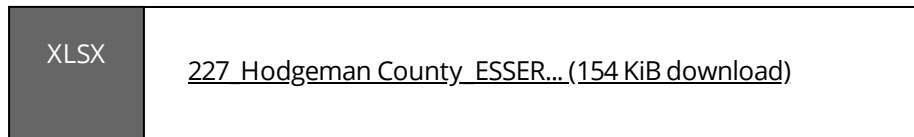
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The staff we are able to retain and recruit will maintain continuity and a stable environment for them to learn.

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

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Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

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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.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Doug Chaney

Date | 10/18/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
227	Hodgeman Cou	10/26/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
227-1-001-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 24 full time employees and \$750 premium pay retention incentive for 1 1/2-time employee that will be paid in December 2021.	\$ 36,750	\$ 36,750	\$ -	\$ -	\$ -	7	
227-1-002-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 8 full time employees that will be paid in December 2021.	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	7	
227-1-003-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	7	
227-1-004-20211109	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	7	

227-1-005-20211109	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	7	
227-1-006-20211109	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	7	
227-1-007-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	7	
227-1-008-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 2 full time employees that will be paid in December 2021.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	7	
227-1-009-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 2 full time employees that will be paid in December 2021.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	7	



227-1-010-20211109	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 6 full time employees and 1/2 time employee that will be paid in December 2021.	\$ 9,750	\$ 9,750	\$ -	\$ -	\$ -	7	
227-1-011-20211109	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 3 full time employees that will be paid in December 2021.	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	7	
227-1-012-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 32 full time employees and \$750 premium pay retention incentive for 1 1/2-time employee that will be paid in December 2021.	\$ 3,730	\$ 3,730	\$ -	\$ -	\$ -	7	
227-1-013-20211109	Eligible	Direct Allocation	Support Services (Students)	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 115	\$ 115	\$ -	\$ -	\$ -	7	
227-1-014-20211109	Eligible	Direct Allocation	Support Services - Instruction	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 115	\$ 115	\$ -	\$ -	\$ -	7	

227-1-015-20211109	Eligible	Direct Allocation	Support Services - General Administration	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 2 full time employees that will be paid in December 2021.	\$ 230	\$ 230	\$ -	\$ -	\$ -	7	
227-1-016-20211109	Eligible	Direct Allocation	Support Services - School Administration	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 3 full time employees that will be paid in December 2021.	\$ 345	\$ 345	\$ -	\$ -	\$ -	7	
227-1-017-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 2 full time employees that will be paid in December 2021.	\$ 230	\$ 230	\$ -	\$ -	\$ -	7	
227-1-018-20211109	Eligible	Direct Allocation	Vehicle Operation	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 6 full time employees and 1 1/2 time employee that will be paid in December 2021.	\$ 746	\$ 746	\$ -	\$ -	\$ -	7	
227-1-019-20211109	Eligible	Direct Allocation	Food Services Operations	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 3 full time employees that will be paid in December 2021.	\$ 345	\$ 345	\$ -	\$ -	\$ -	7	

**Kansas CommonApp (2020)**

2138-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



yxBpQEAO

# 237 Smith Center ESSER II PLAN 1013

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 237 Smith Center

**Applicant / Mailing Address**

| 216 S. Jefferson St  
| Smith Center, KS 66967

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Dustin McEwen

**Applicant / Email Address of Owner, CEO, or Executive Director** | dmcewen@usd237.com

**Applicant / Phone Number** | 785-620-7675

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name | Smith Center

District Number | 237

Mailing Address   Street Address	216 S Jefferson St
Mailing   City	Smith Center
Mailing Address   Zip Code	66967
Authorized Representative of the District   Name	Dustin McEwen
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	dmcewen@usd237.com
Authorized Representative of the District   Phone Number	+17852826665
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	lrobinson@usd237.com
Other District Representative 2   Email Address	breinking@usd237.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has impacted our district by learning loss through decreased personal contact with teachers and staff members. Students and staff were negatively impacted socially and emotionally due to social distancing, masking, and quarantine. We protected in-person instruction for most students, however quarantines and remote learning did have an impact throughout the 2020-2021 school year. The elementary school saw a decline in reading fluency in K-3 according to our NWEA map scores. In addition, we saw a decline in the number of students at level 3 & 4 on state assessments. The high school experienced a decline in our ACT scores with the 2020 scores falling below the state average for the first time since 2015. Results from the KCTC student surveys indicate that our students are struggling emotionally. There was approximately a 12% increase in students responding to feeling sad or hopeless in 2021 compared to 2020. Our students will continue to need trained staff who can provide additional support and resources in order to be proficient in all areas.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 237 will use ESSER II Funds to help meet needs in a variety of areas. Staff, Technology, Curriculum, Sanitation, and HVAC needs. USD 237 will use ESSER II funds to retain highly qualified staff and classified staff. All staff members will be provided \$500 in premium pay in FY 22. It is imperative to retain our highly qualified staff and maintain our staffing level to ensure the academic, social, emotional, and physical needs of our students are met. Meeting the individual needs of our students will be our number one priority. Retaining our quality staff members will greatly increase our likelihood of ensuring all student learning loss is addressed. USD 237 will use \$39,000 of our ESSER II funds this year to ensure our staff members are paid at a level to ensure retention. USD 237 will also use funds to enable the district to maintain staff at a level to sanitize the facilities,

improve our internet capability, and improve our ability to meet the needs of our ESOL students (stipend for certified and hire a paraprofessional). Purchasing educational technology (including hardware, software, and connectivity) for students who are served 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. With the heightened concern of safety and sanitation we will need to address our physical environment. The district also has HVAC needs and to update the HVAC control module to have better control over the air quality in 17 areas of the elementary school. Addressing the HVAC needs will ensure a safe, learning environment for all students.

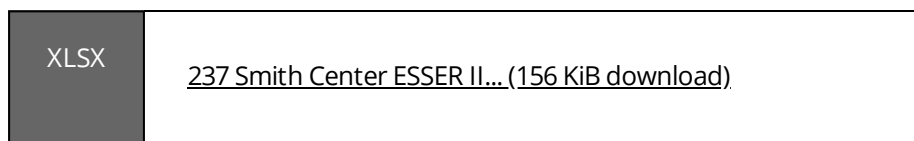
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 237 will determine the impact of allocated expenditures by continuing to track the data used to determine its specific needs in areas that include academics, staff retention, and safe facilities. Academic performance will primarily be measured using NWEA MAP growth data and AIMSweb assessment data, with supporting measures such as results from the Kansas Assessments and the ACT. Determination of social and emotional impacts will be evaluated through the Kansas Communities that Care survey, as well as anecdotal feedback from staff, students, and parents. Academic and social/emotional effects will also be reflected through monitoring of attendance data and graduation rates. We will diligently track and monitor the data above in hopes to see improvement in the academic and social emotional development 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

### Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- The amount of funds under the grant or subgrant;
- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the



Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dustin McEwen

Date | 10/13/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
237	Smith Center	11/1//2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
237-1-001-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 237 certified staff (38) will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19	\$ 19,000	\$ -	\$ 19,000	\$ -	\$ -	06-12900	Per narrative, USD 237 will use ESSER II funds to retain highly qualified staff and classified staff. All staff members will be provided \$500 in premium pay in FY 22. It is imperative to retain our highly qualified staff and maintain our staffing level to ensure the academic, social, emotional, and physical needs of our students are met. Meeting the individual needs of our students will be our number one priority. Retaining our quality staff members will greatly increase our likelihood of ensuring all student learning loss is addressed. We would like to pay out the retention incentive on March 10, 2022.
237-1-002-20211109	Eligible	Direct Allocation	Counseling Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 237 counselors will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-20	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	06-14600	See Row 237-1-001-20211109

237-1-003-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	\$500.00 as premium pay for paraprofessionals This premium pay will enable the distict to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-21	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	06-13120	See Row 237-1-001-20211109
237-1-004-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 237 secretaries will be given \$500.00 as premium pay. This premium pay will enable the distict to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-22	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	06-13150	See Row 237-1-001-20211109

237-1-005-20211109	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	USD 237 regular bus drivers and transportation/mechanic department head will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-23	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	06-33200	See Row 237-1-001-20211109
237-1-006-20211109	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	USD 237 cooks and food service department head will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-24	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	24-45150	See Row 237-1-001-20211109

237-1-007-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	USD 237 custodians and maintenance department head will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-25	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	06-14750	See Row 237-1-001-20211109
237-1-008-20211109	Eligible	Direct Allocation	Office of the Principal Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	USD 237 administration will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-26	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	06-12150	See Row 237-1-001-20211109
237-1-009-20211109	Eligible	Direct Allocation	Board Secretary/Clerk Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 237 board clerk will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-22	\$ 500	\$ -	\$ 500	\$ -	\$ -	06-12050	See Row 237-1-001-20211109

237-1-010-20211109	Eligible	Direct Allocation	Board Treasurer Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 237 treasurer will be given \$500.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-22	\$ 500	\$ -	\$ 500	\$ -	\$ -	06-12100	See Row 237-1-001-20211109
237-1-011-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase supplies to allow for the district to clean and sanitize school facility to help reduce the spread of Covid-19	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	06-15950	Per applicant, These are cleaning supplies and PPE in response to Covid. Purell Sanitizing Hand Wipes - used by every student any time they leave or enter a room or change locations; Sani cloth wipes - used on surfaces anytime a group of students leave a room; Purell hand sanitizer gel/touchless dispensers - used in lunchrooms and/or other school locations; Disinfectant spray - more being used than normal; Masks for students and staff - continue to replace and purchase; Latex gloves - more being used than normal; Plexi Glass for our building secretaries to help minimize exposure. Additional cleaning and hand washing also contributes to more general supplies being used than normal: paper towels, hand soap, spray bottles, mops, laundry, etc.

237-1-012-20211109	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase additional 30 I-Pads for the grade school and the high school to reduce sharing of devices and loss of instructional time due to sanitation of devices from COVID-19.	\$ 10,200	\$ -	\$ 10,200	\$ -	\$ -	08-18700	Per narrative, COVID-19 has impacted our district by learning loss through decreased personal contact with teachers and staff members. We protected in-person instruction for most students, however quarantines and remote learning did have an impact throughout the 2020-2021 school year. The elementary school saw a decline in reading fluency in K-3 according to our NWEA map scores. In addition, we saw a decline in the number of students at level 3 & 4 on state assessments. The high school experienced a decline in our ACT scores with the 2020 scores falling below the state average for the first time since 2015. We protected in-person instruction for most students, however quarantines and remote learning did have an impact throughout the 2020-2021 school year. Purchasing educational technology (including hardware, software, and connectivity) for students who are served 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.
237-1-013-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Improvement of internet capabilities at the high school to allow for better and faster connectivity for learning and overcoming learning loss-access points and wiring	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	08-18850	Per applicant, 48 Access points one for each room at the high school: The access points will help with capacity and speed for more students to be able to be on the internet. Current we are experiencing delays or the inability to have multiple classes utilizing the internet because of the limitation of our access points. We will also need to purchase two switches to handle the new access in our main server room.
237-1-014-20211109	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To upgrade classroom technology for students. 80 chromebooks, that are needed to be prepared for remote learning and also to help with the learning gap caused by the pandemic. We need reliable technology in the hands of our students.	\$ 24,000	\$ -	\$ 24,000	\$ -	\$ -	08-18700	

237-1-015-20211109	Eligible	Direct Allocation	Instruction-Related Technology	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	IT Pay for additional time to upgrade internet-wires, hotspots, chromebooks, tvs etc.	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	08-18600	
237-1-016-20211109	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 three additional lunch room tables at grade school to allow for additional social distancing during the lunch period (3 @ 1424.75 + shipping)	\$ 4,870	\$ -	\$ 4,870	\$ -	\$ -	16-20700	
237-1-017-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extended two hours to part-time math teacher's teaching time to lower class size and aide with learning loss	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	06-12900	



237-1-018-20211109	Ineligible	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	added a ESOL para to help aide with learning loss and recent enrollment of a non-english speaking student	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	06-13120	
237-1-019-20211109	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase of Financial Litteracy curriculum with an online component for materials and instruction for online learning	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ -	56-53050	Per applicant, Real World Math is what the course is called on our master schedule and this request has an online component which enhances the existing curriculum. The teacher specifically requested this curriculum because of the challenges to teach the course when we were remote due to Covid. The students experience learning loss because we did not provide them a curriculum that was readily accessible on-line with the enhancements we could have had if we had this curriculum. If "Covid" was not in our vernacular most likely the teacher would not have approached us feeling she needed the enhancement.

237-1-020-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Due to budget reduction we were not in a financial position to rehire a vacated custodial staff position. Not rehiring would have added additional duties on the remaining staff and significantly reduced our ability to clean and sanizie the facility. We made to decision to rehire the position with auspicion that the hire would be allowed as allowable expenditure	\$ 52,000	\$ -	\$ 26,000	\$ 26,000	\$ -	06-14750	Per narrative, With the heightened concern of safety and sanitation we will need to address our physical environment.
237-1-021-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC system upgrades of control modules (quantity of 17) at grade school to improve indoor air quality and reliability of indoor air to enhance student and staff safety, comfort, and achievement.	\$ 14,364	\$ -	\$ 14,364	\$ -	\$ -	16-20650	Per narrative, With the heightened concern of safety and sanitation we will need to address our physical environment. The district also has HVAC needs and to update the HVAC control module to have better control over the air quality in 17 areas of the elementary school. Addressing the HVAC needs will ensure a safe, learning environment for all students. Per applicant, The new control module will help us create a healthier environment for our students. Currently we experience periods of time where our HVAC system does not respond to the need for cooling or heating which then creates less air movement. Replacing the control module primarily will result in improved building ventilation, a mitigation strategy for Covid. Consequently, this also leads to an overall improved environment to better allow staff and students to address learning loss. This is a capital improvement and requires the necessary paperwork.

**Kansas CommonApp (2020)**

1984-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 245\_LeRoyGridley\_ESSER II Plan\_1018



OrGnbXLp

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 245 LeRoy-Gridley

**Applicant / Mailing Address**

| 1013 N Main St  
| LeRoy, KS 66867

**Applicant / Email Address of Owner, CEO, or Executive Director** | nhouston@usd245ks.org

**Applicant / Phone Number** | 620-964-2212

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)** | 48-0724763

**Applicant / Website Address (if applicable)** | usd245ks.org

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Application details

Full District Name | LeRoy - Gridley

District Number		245
Mailing Address   Street Address		1013 N Main Street
Mailing   City		LeRoy
Mailing Address   Zip Code		66857
Authorized Representative of the District   Name		Nikole Houston
Authorized Representative of the District   Position or Title		Clerk/Business Manager
Authorized Representative of the District   Email Address		nhouston@usd245ks.org
Authorized Representative of the District   Phone Number		+16209642212
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		mthomsen@usd245ks.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The COVID-19 pandemic has impacted our district and students tremendously. Due to the COVID-19 outbreak, the district incurred more costs than a typical year in purchasing extra items such as reusable masks, disposable masks, disinfectant foggers, automatic paper towel dispensers, automatic hand sanitizer and soap dispensers and much more. The district was challenged to create an environment conducive to teaching students and getting them excited to come to school. The district has been able to identify needs of our families in ways that we may not have recognized in years prior. With distance and/or remote learning, the district was able to identify families without reliable internet services, home computers or tablets. The challenge in a small district like ours to create afterschool programs and provide extra help has been impacted by the COVID-19 pandemic. The district has worked hard to instill confidence in our communities and with our stake holders that school is a safe environment for their students to attend and learn.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.  
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.  
Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district plans to compensate staff for all the extra work they will be required to do in order for the district keep the doors open and have students attending in person classes. The district will provide the necessary PPE to staff and students in order for them to be able to teach and learn effectively. The district will be purchasing Synexis air and surface cleaners to mitigate the spread of COVID-19 and other virus' throughout the district. The district is hopeful that with these added machines to the classrooms and hallways, sickness throughout the district will be minimal.

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 small district with minimal funds, ESSER II funding will allow the district to purchase PPE supplies and equipment needed to help mitigate the spread of COVID-19. Without ESSER II funding, the district would have been responsible for using local funds to purchase such equipment and supplies. In doing so, this would have absorbed the funds that are allocated for materials and equipment needed during a typical school year. ESSER II funding lets the district have the flexibility to provide for the staff and students as needs 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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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.

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Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Matt Thomsen

Date | 10/18/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
245	LeRoy-Gridley	10/26/2021

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
245-1-001-20211109	Eligible	Direct Allocation	Site Improvement	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Purchasing Synexis systems to improve air quality in the schools and mitigate the spread of COVID-19. These are portable units (20) for every classroom and some in hallways to clean the air of germs.	\$ 30,530	\$ -	\$ 30,530	\$ -	\$ -	42	Allowable if CDC guidelines are met.
245-1-002-20211109	Eligible	Direct Allocation	Instruction	Debt Service & Miscellaneous	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Compensating staff for the extra work required due to the COVID-19 pandemic and overtime for helping to mitigate the spread of COVID-19. For FY21, 24 employees received additional compensation for extra duty; for FY22, 44 employees will receive additional compensation for extra duty.	\$ 89,161	\$ 24,086	\$ 65,075	\$ -	\$ -	33	

**Kansas CommonApp (2020)**

1351-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



pRVwZxQp

# Palco USD 269

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Palco USD 269

**Applicant / Mailing Address**

| P.O. Box 38  
| Damar, KS 67632

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Larry M. Lysell

**Applicant / Email Address of Owner, CEO, or Executive Director** | llysell@usd269.net

**Applicant / Phone Number** | (785) 839-4265

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

**Applicant / Website Address (if applicable)** | usd269.net

**Applicant / Mission Statement (if applicable)**

| The mission of USD #269 is to provide a safe environment where students can develop life skills and learn to become responsible, productive citizens.

## Application details

Full District Name	Palco
District Number	269
Mailing Address   Street Address	P.O. Box 38
Mailing   City	Damar
Mailing Address   Zip Code	67632
Authorized Representative of the District   Name	Larry M. Lysell
Authorized Representative of the District   Position or Title	Superintendent of Schools
Authorized Representative of the District   Email Address	llysell@usd269.net
Authorized Representative of the District   Phone Number	+17858394265
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	mdobson@usd269.net
Other District Representative 2   Email Address	kbouchey@usd269.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 most difficult time for staff and students was spring/summer of 2020 and the effect of remote learning versus being in school. The 2020-2021 school year was better because of large rooms and smaller student numbers. Even with that positive, there were obvious learning losses, but also important was the social and emotional loss. Summer learning in 2020 was helpful, but again, like most schools it did not fill the gap with our less than top performing students. We have no ELL students in our district and of our roughly 95 total district students, approx. one fourth to one third struggle to some degree. Again, with our small numbers we can probably work with better than some.

The major issue we struggle with currently is transportation. We need another vehicle to be comfortable in transporting student to practice, 30 miles each was, yet keep a safe distance and not crowding in the vans. We send 3 vehicles a day to practice.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

**Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We have chosen to focus our ESSERII funds on people and not necessarily things. We are fortunate to have stayed on top of facilities needs and are well equipped with technology, so things are not the priority. We want to have 2 extra positions

funded. One for each attendance center to work with student that have experienced learning loss. We have reduced staff through attrition over the last few years, and like so many other districts, securing even elementary teachers is now difficult. Our location in Western Kansas, while being a wonderful place in which to live, does not appeal to young college graduated unless they happen to be a local returning. These funds may not totally be for licensed teaching staff either. Our licensed staff is most capable and we feel that if a competent paraeducator can be found, it is well worth having them on staff under appropriate supervision. Of course, if we can locate a fully licensed teacher that would be a plus. The bottom line is addressing student needs in all categories.

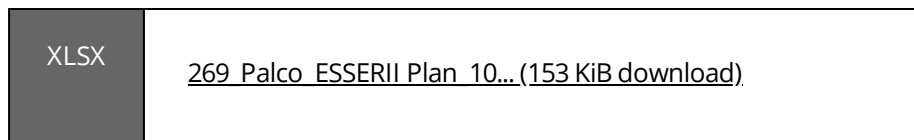
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We are not allocating on a per-pupil basis so will not judge impact on this basis.

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

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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.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served 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.

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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 | Larry M. Lysell

Date | 10/26/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
269	Palco	11/1//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
269-1-001-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Added staff to cover learning loss. The new position is Student Intervention Specialist.	\$ 69,576	\$ 33,576	\$ 36,000	\$ -	\$ -	7	Per narrative: We want to have 2 extra positions funded. One for each attendance center to work with students that have experienced learning loss. Our location in Western Kansas, while being a wonderful place in which to live, does not appeal to young college graduated unless they happen to be a local returning. These funds may not totally be for licensed teaching staff either. Our licensed staff is most capable and we feel that if a competent paraeducator can be found, it is well worth having them on staff under appropriate supervision. Of course, if we can locate a fully licensed teacher that would be a plus. The bottom line is addressing student needs in all categories.

**Kansas CommonApp (2020)**

2329-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



bloBoKBZ

# 270 Plainville ESSER II Plan\_10222021

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## Applicant details

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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 270 Plainville

**Applicant / Mailing Address**

| 203 SE Cardinal Ave.  
| Plainville, KS 67663

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Lisa Gehring

**Applicant / Email Address of Owner, CEO, or Executive Director** | lgehring@plainville270.net

**Applicant / Phone Number** | 7854344678

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name | USD 270 Plainville

District Number | 270

Mailing Address   Street Address	203 SE Cardinal Ave.
Mailing   City	Plainville
Mailing Address   Zip Code	67663
Authorized Representative of the District   Name	Lisa Gehring
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	lgehring@plainville270.net
Authorized Representative of the District   Phone Number	+17854344678
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.

When Governor Kelly announced in March of 2020 schools would be closing, our district was devastated. While we worried about our students' academic progress, we also feared what would happen to our students' social and emotional well-being. Fortunately, KSDE responded with several wonderful resources to help us through this difficult time. The Summer Food Service program allowed us to continue to feed our students throughout the summer months. Now, we are back in school and are doing everything we can to help our students the deficits caused by the pandemic. The ESSER funds allow us to provide educational opportunities for our students to address the learning loss that has taken place.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and 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 plan for USD 270 Plainville is to provide educational opportunities to help our students regain the learning loss caused by the pandemic. We also plan to ensure a safe learning environment for all students and staff. We plan to incorporate a Summer Academy for our elementary students and a Summer School Credit Recovery program for our secondary students. During the school year, we are going to reduce the number of students in our elementary classrooms by providing a smaller student-teacher ratio. This should also help to enhance the academic instructional needs. In addition, we need to purchase Chromebooks for our students so they will have access to a device should they need to be quarantined due to the virus. We need laptops or Chromebooks for our teachers and staff so they may work from home if a unhealthy situation arises. Our goal is to ensure a safe and healthy environment for our students and staff. Without a doubt, this has been a difficult time for everyone. We are thankful for the ESSER funds. The financial support will allow us to address the academic needs, the social and emotional concerns, and the school facility issues.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

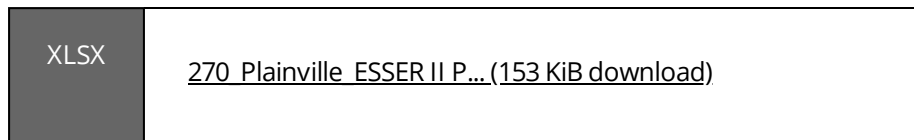
USD 270 will review the academic data by using our FastBridge scores, which assess reading, math, and social emotional. We will also review the Kansas Communities That Care survey results. Another source of data we will review is our attendance

data. We will compare this year to previous years to see if the things we are implementing are having an impact on our success.

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.



Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Lisa Gehring

Date | 10/22/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
270	Plainville	11/1//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
270-1-001-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hazard Pay for Classified Staff performing hazardous duties during COVID-19.	\$ 13,958	\$ 13,958	\$ -	\$ -	\$ -	4205	Per applicant, USD 270 provided "Hazard Pay" to those individuals who were on the front lines of the day-to-day demands of COVID. Some of our staff were the first to arrive in the buildings each morning so they could spray disinfectant all throughout the facility. Other staff members were in charge of taking temperatures of every student and staff member who entered the buildings. Yes, this is a reimbursement request. Prior to the start of last school year, the teachers and administrators had multiple conversations regarding the extra duties associated with COVID. The members of the bargaining unit were involved in the discussions.
270-1-002-20211109	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Food Service Director's additional duties due to COVID-19.	\$ 11,014	\$ 11,014	\$ -	\$ -	\$ -	4205	Per applicant, Due to COVID, there was additional planning, prepping, and serving that was required. This is not something that is part of our regular budget. Yes, this is a reimbursement request.

270-1-003-20211109	Eligible	Direct Allocation	Food Services Operations	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional work for cafeteria supervision due to COVID-19.	\$ 14,775	\$ 14,775	\$ -	\$ -	\$ -	4205	Per applicant, Throughout the school year we implemented additional lunch times in an effort to mitigate the spread of COVID. We used multiple lunch locations so we had less students in the cafeteria and alternative lunch setting. Therefore, we needed additional lunch supervision. Yes, this is a reimbursement request.
270-1-004-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies to use during Summer Academy to address deficit of social and emotional learning due to COVID-19.	\$ 4,975	\$ 475	\$ 1,500	\$ 1,500	\$ 1,500	4204	Per applicant, USD 270 Plainville offered a "Summer Academy" to our Kindergarten through 6th grade students during the summer months. It was a four-week academy. Summer Academy 1 was a two-week session beginning June 7. Summer Academy 2 was another two-week session beginning June 21. The goal of the academies was to target the social emotional needs of our students. Academy 1 provided the opportunity for students to take part in the production of a dramatic performance. Academy 2 focused on outdoor activities including leisure sports and life skills in the kitchen. The program ran from 9:00 A.M. to 11:00 A.M. Monday through Thursday with lunch provided at 11:00 A.M. We had 29 students who attended Academy 1 and 37 students in Academy 2. There were 23 students involved in both academies. We had eight teachers and one aide involved in Summer
270-1-005-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	Supplemental learning tool to close the gap for students as a result of COVID-19.	\$ 19,500	\$ 19,500	\$ -	\$ -	\$ -	4102	Per narrative, The plan for USD 270 Plainville is to provide educational opportunities to help our students regain the learning loss caused by the pandemic. Per applicant, We purchased "Boardworks" to help us provide additional learning opportunities to our Kindergarten through 12th grade students who suffered some learning

270-1-006-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries for staff involved with summer learning program offered to students to address deficit of social and emotional learning due to COVID-19.	\$ 53,610	\$ 13,110	\$ 13,500	\$ 13,500	\$ 13,500	4205	See Row 004.
270-1-007-20211109	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology purchases needed to address potential distance learning concerns due to the pandemic.	\$ 31,963	\$ -	\$ 31,963	\$ -	\$ -	4212	Per narrative, In addition, we need to purchase Chromebooks for our students so they will have access to a device should they need to be quarantined due to the virus. We need laptops or Chromebooks for our teachers and staff so they may work from home if a unhealthy situation arises. Per applicant, We purchased licenses to enroll our new Chromebooks. One class did not have any devices, and we gained 33 new students this year. We also purchased licenses for the
270-1-008-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Washable furniture for library so librarian may disinfect between classes. Furniture to allow social distancing to be practiced.	\$ 1,930	\$ -	\$ 1,930	\$ -	\$ -	4204	

270-1-009-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Reduce class sizes to offer opportunites to address learning loss.	\$ 36,178	\$ -	\$ 36,178	\$ -	\$ -	4205	Per narrative, Now, we are back in school and are doing everything we can to help our students the deficits caused by the pandemic. The ESSER funds allow us to provide educational opportunities for our students to address the learning loss that has taken place. During the school year, we are going to reduce the number of students in our elementary classrooms by providing a smaller student-teacher ratio. This should also help to enhance the academic instructional needs. Per applicant, The ESSER funds allow us to have an additional teacher in the primary grades so we may reduce the number of students in a classroom. This allows us to implement social distancing.
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**Kansas CommonApp (2020)**

2233-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



BOJepEOj

# 275\_Triplains\_ESSER II Plan\_1022

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 275 Triplains

**Applicant / Mailing Address**

| PO BOX 97  
| Winona, KS 67764

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Lamar. Bergsten

**Applicant / Email Address of Owner, CEO, or Executive Director** | lamar.bergsten@triplains.org

**Applicant / Phone Number** | 785 846 7869

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name | Triplains

District Number | 275

Mailing Address   Street Address	PO BOX 97 503 Wilson
Mailing   City	Winona
Mailing Address   Zip Code	67764
Authorized Representative of the District   Name	Lamar Bergsten
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	lamar.bergsten@triplains.org
Authorized Representative of the District   Phone Number	+17858467769
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	heather.zerr@triplains.org
Other District Representative 2   Email Address	heather.zerr@triplains.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Covid-19 has impacted our district through learning loss caused by decreased contact with teachers, interruptions due to quarantines and emotional and social impacts. Like all districts in the state we were not in attendance in the spring of 2020. During the 2020 - 2021 school year while we were in session the whole year, individual students and staff were out for quarantines. One staff member was out for a long term during the 20 - 21 year. Our district consists of approximately 70 students in K-12. Due to the small size of the district it is difficult to pinpoint a specific population, all groups were negatively impacted. All students where negatively impacted by the pandemic. Students were not able to connect with each other and staff, unable to participate in athletics and fine arts.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district plans to use ESSER II to address student learning reimbursement of expenses incurred. A portion of the ESSER II funds we are proposing to reimburse the district costs due to a long term COVID illness and absence of a teacher during the 20 - 21 school year. The other portion we propose to hiring a certified teacher for the second semester of 21-22 school year. This position would address learning loss by working with small groups of students. Finally a small amount of funding would be use for teacher premium pay as a retention in the spring of 22.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Part of the additional teacher's position will be to find evidence-based interventions and procedures for monitoring individual student growth. We will continue to monitor testing such as state testing, Lexia reading assessments, PreAct ,ACT

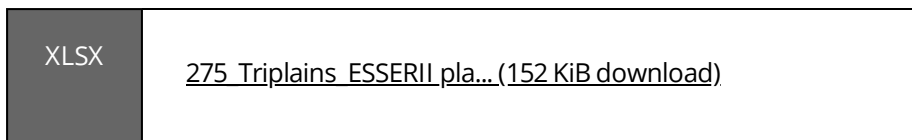


and Communities that Care Data, as we work through the KESA process.

## 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Lamar Bergsten

Date | 10/26/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
275	Triplains	11/1//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
275-1-001-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Reimbursement of expenses incurred during FY 21, to continue paying teacher salary, absent due to long term COVID illness.	\$ 13,298	\$ -	\$ 13,298	\$ -	\$ -	07-1000-100-110	Per narrative, During the 2020 - 2021 school year while we were in session the whole year, individual students and staff were out for quarantines. One staff member was out for a long term during the 20 - 21 year.
275-1-002-20211109	Eligible	Direct Allocation	Instruction	Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Reimbursement of expenses incurred during FY 21, to continue paying BCBS health insurance, absent due to long term COVID illness.	\$ 5,750	\$ -	\$ 5,750	\$ -	\$ -	07-1000-200-210	
275-1-003-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Reimbursement of FICA payroll taxes incurred for certified teacher during long term COVID absence	\$ 566	\$ -	\$ 566	\$ -	\$ -	07-1000-200-210	
275-1-004-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Reimbursement of long term substitute teacher salary, covering classes for a certified teacher, out due to long term COVID illness.	\$ 4,176	\$ -	\$ 4,176	\$ -	\$ -	07-1000-100-110	

275-1-005-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Reimbursement of FICA payroll taxes incurred for substitute teacher during long term COVID absence	\$ 246	\$ -	\$ 246	\$ -	\$ -	07-1000-200-210	
275-1-006-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Add certified position to second semester FY 22 to address learning loss by working in small groups with students that showed learning loss due to COVID.	\$ 16,450	\$ -	\$ 16,450	\$ -	\$ -	07-1000-100-110	Per narrative, Covid-19 has impacted our district through learning loss caused by decreased contact with teachers, interruptions due to quarantines and emotional and social impacts. Our district consists of approximately 70 students in K-12. Due to the small size of the district it is difficult to pinpoint a
275-1-007-20211109	Eligible	Direct Allocation	Instruction	Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Cover board portion of BCBS of certified position as described about	\$ 1,800	\$ -	\$ 1,800	\$ -	\$ -	07-1000-200-210	
275-1-008-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Premium incentive pay, this incentive pay is for staff retention	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	07-1000-100-110	Per applicant, 16 staff @ \$500. Pay on 9/1/22
275-1-009-20211109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Premium incentive pay, this incentive pay is for staff retention	\$ 1,639	\$ -	\$ 1,639	\$ -	\$ -	07-1000-100-120	Per applicant, 3 staff @ \$409.75. Pay on 9/1/22

**Kansas CommonApp (2020)**

2270-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

339\_JCN\_ESSER II  
Plan\_10142021



VqdjKxLL

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Jefferson County North USD 339
<b>Applicant / Mailing Address</b>	
310 5th St	
Winchester Ks 66097	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Denise Jennings
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	rwelch@usd339.net
<b>Applicant / Phone Number</b>	9137742000

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.)

<b>Applicant / Federal EIN (if applicable)</b>	48-0721802
<b>Fiscal Agent / Name (if applicable)</b>	Denise Jennings
<b>Fiscal Agent / Email (if applicable)</b>	djennings@usd339.net
<b>Fiscal Agent / Mailing Address (if applicable)</b>	

## Application details

Full District Name	Jefferson County North
District Number	339
Mailing Address   Street Address	310 5th St
Mailing   City	Winchester
Mailing Address   Zip Code	66097
Authorized Representative of the District   Name	Denise Jennings
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	rwelch@usd339.net
Authorized Representative of the District   Phone Number	+19137742000
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	rwelch@usd339.net
Other District Representative 2   Email Address	rwelch@usd339.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.

With the closure of school for two months in the Spring of 2020 due to COVID and the many quarantines/isolations during SY20-21, our K-12 data from 2020 to 2021 shows an increase of 31% At-Risk students. We have noted a greater loss with our low achieving students. We are seeing a greater need, especially at the middle school and high school levels, for counseling and social work services due to the social emotional impact of COVID.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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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 339 will be utilizing ESSER II funding primarily to cover salary and connected expenses for support personnel for students experiencing learning loss due to COVID. The support personnel will allow for extra instruction and learning time for

students. Salary expense for premium pay for certified teachers will also be covered through ESSER II for the current year. USD 339 will utilize ESSER II funding to support expenses in food service to provide additional personnel to allow for social distancing and preparation of items preventing student contact with utensils, etc.

USD 339 will utilize ESSER II funding for support materials including SEL screening, academic assessments, and online individual skill practice.

USD 339 will utilize ESSER II funding for PPE as needed.

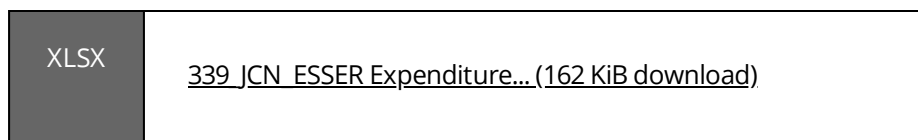
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 339 will utilize assessment data and surveys conducted through FastBridge, NWEA MAP, AIMSWEB, & progress monitoring. These tools will determine needs in academics as well as social emotional areas.

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
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The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

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(a) A State and a subgrantee shall comply with the following statutes and regulations:

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(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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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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(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students,

students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Denise Jennings

Date | 10/15/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
339	Jefferson Count	10/26/2021

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
339-1-001-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$500 Premium Payment for Retention(41 Certified Staff/Teachers) of staff during the COVID pandemic and ensure that the needs of our students are met. This premium pay was part of our negotiations process with teachers. It was board approved at our August 9, 2021 BOE meeting. We would like to pay this out in December 2021.	\$ 20,500	\$ 20,500	\$ -	\$ -	\$ -	97-1000-110-0	
339-1-002-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay to retain 41 certified/teachers.	\$ 1,271	\$ 1,271	\$ -	\$ -	\$ -	97-1000-110-0	
339-1-003-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	For 21-22 our preschool enrollment decreases significantly, we will use ESSER dollars to retain the half day of our preschool teacher. She will provide instructional support for K-2 grades to increase student/teacher ratio in our primary classrooms and aide in learning loss. 43% of the total salary.This will be continued during the SY21-22 and SY22-23.	\$ 20,220	\$ 20,220	\$ -	\$ -	\$ -	97-1000-220-0	Per applicant, reduced requested amount by half to cover only one year, SY 21-22.
339-1-004-20211109	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Insurance for teacher providing instructional support (see above) for grades K-2. 43 % of total health insurance. This will be continued during the SY21-22 and SY22-23.	\$ 3,234	\$ 3,234	\$ -	\$ -	\$ -	97-1000-210-1	Per applicant, reduced requested amount by half to cover only one year, SY 21-22.

339-1-005-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	For 21-22 our preschool enrollment decreases significantly, we will use ESSER dollars to retain the half day of our highly qualified preschool para-professional hours. She will provide instructional support for K-2 grades to increase student/teacher ratio in our primary classrooms and aide in learning loss. 43% of the total salary. This will be continued during the SY21-22 and SY22-23.	\$ 7,017	\$ 7,017	\$ -	\$ -	\$ -	97-1000-120-1	Per narrative, USD 339 will be utilizing ESSER II funding primarily to cover salary and connected expenses for support personnel for students experiencing learning loss due to COVID. The support personnel will allow for extra instruction and learning time for students. Per applicant, reduced requested amount by half to cover only one year, SY 21-22.
339-1-006-20211109	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Insurance for para professional providing instructional support (see above) for grades K-2. 43 % of total health insurance. This will be continued during the SY21-22 and SY22-23.	\$ 3,234	\$ 3,234	\$ -	\$ -	\$ -	97-1000-210-1	Per applicant, reduced requested amount by half to cover only one year, SY 21-22.
339-1-007-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This is a continuation of a position where our para professional was paid through ESSER I for additional teacher to student ratio due to social distancing and additional cleaning measures. This will be continued during the SY21-22 and SY22-23.	\$ 34,416	\$ 34,416	\$ -	\$ -	\$ -	97-1000-120-1	Per narrative, USD 339 will be utilizing ESSER II funding primarily to cover salary and connected expenses for support personnel for students experiencing learning loss due to COVID. The support personnel will allow for extra instruction and learning time for students. Per applicant, the amount requested is intended to cover both identified school years.
339-1-008-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Dental and Vision Coverage for the additional para listed above. This will be continued during the SY21-22 and SY22-23.	\$ 1,008	\$ 1,008	\$ -	\$ -	\$ -	97-1000-120-1	Per applicant, the amount requested is intended to cover both identified school years.

339-1-009-20211109	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	During the 2021 pandemic we added hours to food service to discontinue student self serve to prevent spread of germs. This funding will continue to provide this kitchen support for individualized packaging of silverware and food items to prevent spread of germs through handling by students. This will be continued during the SY21-22 and SY22-23.	\$ 8,890	\$ 8,890	\$ -	\$ -	\$ -	97-3100-120-2	Per narrative, USD 339 will utilize ESSER II funding to support expenses in food service to provide additional personnel to allow for social distancing and preparation of items preventing student contact with utensils, etc. Per applicant, the amount requested is intended to cover both identified school years.
339-1-010-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	During the 2021 pandemic we added staff to supervise students before school to allow for appropriate social distancing and smaller groupings. This will allow us to continue during the SY21-22 and SY22-23.	\$ 15,822	\$ 15,822	\$ -	\$ -	\$ -	97-2400-120-1	Per applicant, the amount requested is intended to cover both identified school years.
339-1-011-20211109	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We have purchased a social emotional learning program called Second Step to provide a consistent guide for instruction of social emotional strategies. This will be continued during the SY21-22 and SY22-23.	\$ 4,518	\$ 4,518	\$ -	\$ -	\$ -	97-1000-650-1	Per narrative, With the closure of school for two months in the Spring of 2020 due to COVID and the many quarantines/isolations during SY20-21, our K-12 data from 2020 to 2021 shows an increase of 31% At-Risk students. We have noted a greater loss with our low achieving students. USD 339 will utilize ESSER II funding for support materials including SEL screening, academic assessments, and online individual skill practice. Per applicant, the amount requested is intended to cover both identified school years.



339-1-012-20211109	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We have purchased FastBridge(partially funded through state ESSER dollars) to access students in math and reading, screen students for social emotional needs and provide strategies.This will be continued during the SY21-22 and SY22-23.	\$ 3,432	\$ 3,432	\$ -	\$ -	\$ -	97-1000-650-1	Per narrative, With the closure of school for two months in the Spring of 2020 due to COVID and the many quarantines/isolations during SY20-21, our K-12 data from 2020 to 2021 shows an increase of 31% At-Risk students. We have noted a greater loss with our low achieving students. USD 339 will utilize ESSER II funding for support materials including SEL screening, academic assessments, and online individual skill practice. Per applicant, the amount requested is intended to cover both identified school years.
339-1-013-20211109	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Address individual loss of learning through the purchase of an online curriculum support Learning A-Z for vocabulary.	\$ 3,780	\$ 3,780	\$ -	\$ -	\$ -	97-1000-650-1	Per narrative, With the closure of school for two months in the Spring of 2020 due to COVID and the many quarantines/isolations during SY20-21, our K-12 data from 2020 to 2021 shows an increase of 31% At-Risk students. We have noted a greater loss with our low achieving students. USD 339 will utilize ESSER II funding for support materials including SEL screening, academic assessments, and online individual skill practice.

339-1-014-20211109	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Address individual loss of learning through the purchase of an online curriculum support Moby- Max for skill practice of reading and math.	\$ 6,990	\$ 6,990	\$ -	\$ -	\$ -	97-1000-650-1	Per narrative, With the closure of school for two months in the Spring of 2020 due to COVID and the many quarantines/isolations during SY20-21, our K-12 data from 2020 to 2021 shows an increase of 31% At-Risk students. We have noted a greater loss with our low achieving students. USD 339 will utilize ESSER II funding for support materials including SEL screening, academic assessments, and online individual skill practice.
339-1-015-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	Misc. Cleaning Supplies to clean and sanitize areas to eliminate the spread of COVID illness	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	97-2600-680-0	
339-1-016-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA for the position reflected in Row 19	\$ 435	\$ 435	\$ -	\$ -	\$ -	97-1000-120-1	
339-1-017-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA for the position reflected in Row 21	\$ 1,950	\$ 1,950	\$ -	\$ -	\$ -	97-1000-120-1	

**Kansas CommonApp (2020)**

1920-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JEELEaNJ

# 347\_Kinsley-Offerle\_Esser II Plan\_1015

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 347 Kinsley-Offerle
<b>Applicant / Mailing Address</b>	120 W. 8th
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Becky Burcher
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	bburcher@usd347.org
<b>Applicant / Phone Number</b>	6206593646

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name	Kinsley-Offerle
District Number	347

Mailing Address   Street Address	120 West 8th St
Mailing   City	Kinsley, KS
Mailing Address   Zip Code	67547
Authorized Representative of the District   Name	John Hamon
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	jhamon@usd347.org
Authorized Representative of the District   Phone Number	+16206593646
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	ahodges@usd347.org
Other District Representative 2   Email Address	bschmitt@usd347.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.

Some impacts of COVID-19 are easy to measure while other impacts, such as the emotional piece, are more difficult to track. For USD 347, the student attendance rate fell in the 20-21 school year. The number of students with chronic absenteeism was 14.29% (approximately 39 kids). This means they were absent from both in person and/or remote learning. In a district with a FTE of 271, this number was exceedingly high. Learning and instruction are both impacted when absenteeism numbers are this high.

COVID-19 also had other impacts on our students emotionally including the need for more support from adults in the building.

There was also significant learning loss with our students since COVID-19 started in March of 2020. State assessment results for 2021 showed a decline in all 3 tested grades for Science and for 4 grades in Math and 3 grades in ELA. The addition of a student services coordinator (counselor) at the 6-12 grade and the addition of extra staff at the elementary and secondary building will help combat the learning loss that occurred during COVID-19.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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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.

USD 347 will use any remaining ESSER I funds to retain extra custodial services to keep areas clean and sanitized as well as extra kitchen staff to help with the increase of breakfasts and lunches being served in the district.

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

**Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 347, Kinsley-Offerle is requesting \$45,275.67 for the purpose of providing premium pay, or additional compensation, for all district personnel.

Certified Staff: \$1000 per person times 29 staff = \$29,000

Classified Staff: \$606.40 per person average (same % as certified staff) times 26 staff = \$15,766

Supplemental Staff (Coaches, Sponsors, etc): \$509.67 total (same % as certified staff)

This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement. Employees are aware of and have agreed to perform the duties. These additional reasonable and necessary duties have been established prior to these services being rendered. Additional duties can and will include increased development of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

\$75,396 - salary, benefits, social security contributions, unemployment compensation of a Student Support Services Coordinator, \$40969 - salary, benefits, social security contributions, unemployment compensation for an additional ES teacher, \$49266 -salary, benefits, social security contributions, unemployment compensation for an additional secondary teacher to reduce class size. The remainder of the funds (\$1050) will be used to purchase cleaning supplies.

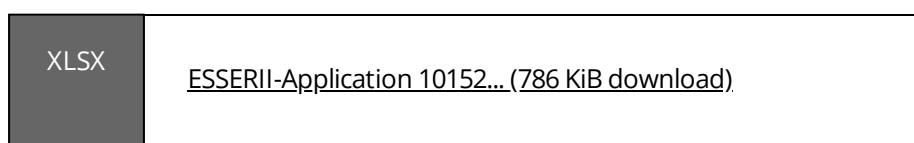
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 347 will determine the impact of its ESSER II direct district allocation by tracking student absences and student progress. With better attendance rates, student grades should also improve. With a teacher to provide extra student support services, an increase in student test scores is also expected. Post-secondary success rate data will also be studied to determine the impact of increased student support services. Students will be assessed with a behavior screener through Fastbridge (SAEBRS). We will track throughout the year the number of students that are at-risk and see if these numbers decrease because of support and interventions.

### Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

# Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:  
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.



Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | John Hamon

Date | 10/15/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
347	Kinsley-Offerle	10/26/2021

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
347-1-001-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	The district hired a school student services coordinator (counselor) to help address the mental health and social needs of students negatively impacted by the covid virus. Salary and benefits are included.	\$ 54,916	\$ -	\$ 54,916	\$ -	\$ -	40-2100-110-00	Applicant responded via email: Line 15, 19, and 23 should just say salary, not salary and benefits.
347-1-002-20211109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	Social Security & payroll taxes contribution for our school services coordinator for the purpose as described above.	\$ 4,201	\$ -	\$ 4,201	\$ -	\$ -	40-2100-220-00	
347-1-003-20211109	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	10. Providing mental health services and supports	Unemployment for our school services coordinator for the purpose as described above.	\$ 54	\$ -	\$ 54	\$ -	\$ -	40-2100-260-00	
347-1-004-20211109	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	10. Providing mental health services and supports	District Paid benefits for our school services coordinator for the purpose as described above.	\$ 16,225	\$ -	\$ 16,225	\$ -	\$ -	40-2100-210-00	
347-1-005-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	The district hired an additional second grade teacher to lower class sizes for COVID-related safety. Salary and benefits are included.	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ -	40-1000-110-00	Applicant responded via email: Line 15, 19, and 23 should just say salary, not salary and benefits.

347-1-006-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social Security payroll taxes for additional second grade teacher for the purpose as described above.	\$ 2,907	\$ -	\$ 2,907	\$ -	\$ -	40-1000-220-00	
347-1-007-20211109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Unemployment tax for additional second grade teacher for the purpose as described above.	\$ 38	\$ -	\$ 38	\$ -	\$ -	40-1000-260-00	
347-1-008-20211109	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	District paid benefits for additional second grade teacher for the purpose as described above.	\$ 24	\$ -	\$ 24	\$ -	\$ -	40-1000-210-00	
347-1-009-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	The district hired an additional secondary teacher to lower class sizes for COVID-related safety. Salary and benefits are included.	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ -	40-1000-110-00	Applicant responded via email: The district hired an additional secondary teacher to teach junior high science and study skills classes at the HS and JH. The additional teacher reduces class size which helps with social distancing and also helps recoup learning loss based on assessment data. Line 23 should just say salary, not salary and benefits.
347-1-010-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social Security payroll taxes contribution for the additional secondary teacher for the purpose as described above.	\$ 2,907	\$ -	\$ 2,907	\$ -	\$ -	40-1000-220-00	

347-1-011-20211109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Unemployment tax for the additional secondary teacher for the purpose as described above.	\$ 38	\$ -	\$ 38	\$ -	\$ -	40-1000-260-00	
347-1-012-20211109	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	District paid benefits for the additional secondary teacher for the purpose as described above.	\$ 8,321	\$ -	\$ 8,321	\$ -	\$ -	40-1000-210-00	
347-1-013-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay for all staff. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. \$1000 for all certified staff, approximately \$606.40 for all classified staff, and supplemental staff also received premium pay.	\$ 29,000	\$ -	\$ 29,000	\$ -	\$ -	40-1000-110-00	Applicant responded via email: Retention or recruitment premium pay for all certified staff. 29 staff will receive \$1000 each in prorated payments starting in the fall of 2021 and throughout the contract year.

347-1-014-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay for all staff. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. \$1000 for all certified staff, approximately \$606.40 for all classified staff, and supplemental staff also received premium pay.	\$ 16,275	\$ -	\$ 16,275	\$ -	\$ -	40-1000-120-00	Applicant responded via email: Retention or recruitment premium pay for all classified staff and supplemental staff. 26 classified staff will receive approximately \$606.40 each in prorated payments starting in the fall of 2021 and throughout the contract year. Classified staff and supplemental staff will receive a 4.8% of salary for their premium pay.
347-1-015-20211109	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	Cleaning supplies to clean buildings and mitigate the virus within the school buildings.	\$ 1,050	\$ -	\$ 1,050	\$ -	\$ -	40-2600-610-00	Applicant responded via email: Supplies include, hand sanitizer, masks, gloves, sterilizing cleaner for floors, and desks. Because of more cleaning, we are also requesting money for trash bags and paper towels.

**Kansas CommonApp (2020)**

2314-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



yGjJwvKX

# D0369\_BURRTON\_ESSER II PLAN\_1018

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Burrton Schools

**Applicant / Mailing Address**

| PO Box 369  
| Burrton, KS 67020

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Joan Simoneau

**Applicant / Email Address of Owner, CEO, or Executive Director** | simoneauj@usd369.org

**Applicant / Phone Number** | 620-463-3840

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)** | 480725642

**Applicant / Website Address (if applicable)** | <http://burrton.usd369.org/>

**Applicant / Mission Statement (if applicable)**

It is the mission of the Burrton school district to provide a safe and caring environment conducive to excellence in education where students can become productive, responsible citizens and lifelong learners to meet the challenges of the future.

**Applicant / Board Member List** *(if applicable)*

DOCX	<a href="#">2021 Member List.docx (11 KiB download)</a>
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**Fiscal Agent / Name** (if applicable) | Sara Durner

**Fiscal Agent / Email** (if applicable) | durners@usd369.org

**Fiscal Agent / Mailing Address** (if applicable)

PO Box 369  
Burrton, KS 67020

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## Application details

Full District Name | UNIFIED SCHOOL DISTRICT NO 369 - BURRTON

District Number | 369

Mailing Address | Street Address | PO BOX 369

Mailing | City | BURRTON

Mailing Address | Zip Code | 67020

Authorized Representative of the District | Name | SARA DURNER

Authorized Representative of the District | Position or Title | CLERK OF THE BOARD

Authorized Representative of the District | Email Address | DURNERS@USD369.ORG

Authorized Representative of the District | Phone Number | +16204633840

Would you like to additional district representatives to the application? | Yes

Other District Representative 1 | Email Address | SIMONEAUJ@USD369.ORG

Other District Representative 2 | Email Address | BUSINESSOFFICE@USD369.ORG



Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The pandemic from COVID-19 and subsequent school closures contributed to the students of USD 369 experiencing learning loss. Testing scores reflected a decline with the greatest decline being in English Language Arts (ELA) & Math. In the elementary learning loss was seen in K-2 ELA which had 50% below benchmark and 35% below benchmark in mathematics. Our 3-5 was 45% below benchmark in ELA and 70% below benchmark in mathematics. In the middle school the loss was seen in the ELA department at 48% below benchmark and in mathematics department at 57% below benchmark. In our high school significant learning loss was seen in ELA & mathematics which was 29% & 38% respectively below benchmark. In our county, the KCTC data showed a 5.84% increase in students that felt sad or hopeless for more than 2 weeks in comparison to 2019 before the pandemic affected learning and student attendance. We have PreK-12 on the same campus, so when we had an issue in one portion of the campus, the whole campus was affected due to shared staff and buildings, this increased learning issues due to those children not being able to be on campus.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency,

including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district proposes to use its ESSER II direct district allocation to provide Summer School, ELA curriculum and professional development. The professional development will aid the new ELA curriculums and summer school. This addresses learning loss and provides support for our children in low income situations. The district also plans to use direct allocations to improve air quality with proper ventilation, replacing equipment that does not provide adequate fresh air, and replace controls to provide proper air circulation to prevent disease spread. The addition and replacement of equipment will help mitigate disease spread during this 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?

1. Fastbridge and assessment data
2. Attendance rates, specifically those related to COVID-19 and pandemic required quarantine
3. Student success rates
4. SAEBRS & KCTC 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
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(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

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(Authority: 20 U.S.C. 1221e-3 and 3474)

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34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the

requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare

for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Sara Durner

Date | 10/18/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
369	Burrton	10/26/2021

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
369-1-001-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	96-1000-111	
369-1-002-20211109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 100	\$ -	\$ 100	\$ -	\$ -	96-1000-220	
369-1-003-20211109	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 100	\$ -	\$ 100	\$ -	\$ -	96-2122-111	
369-1-004-20211109	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 5	\$ -	\$ 5	\$ -	\$ -	96-2122-220	
369-1-005-20211109	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 200	\$ -	\$ 200	\$ -	\$ -	96-2410-121	

369-1-006-20211109	Eligible	Direct Allocation	Office of the Principal Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 10	\$ -	\$ 10	\$ -	\$ -	96-2410-220	
369-1-007-20211109	Eligible	Direct Allocation	Office of the Superintendent	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 200	\$ -	\$ 200	\$ -	\$ -	96-2321-121	
369-1-008-20211109	Eligible	Direct Allocation	Office of the Superintendent	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 10	\$ -	\$ 10	\$ -	\$ -	96-2321-220	
369-1-009-20211109	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 200	\$ -	\$ 200	\$ -	\$ -	96-2410-111	
369-1-010-20211109	Eligible	Direct Allocation	Office of the Principal Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 10	\$ -	\$ 10	\$ -	\$ -	96-2410-220	
369-1-011-20211109	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 300	\$ -	\$ 300	\$ -	\$ -	96-3120-121	



369-1-012-20211109	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 15	\$ -	\$ 15	\$ -	\$ -	96-3120-220	
369-1-013-20211109	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 100	\$ -	\$ 100	\$ -	\$ -	96-2710-121	
369-1-014-20211109	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 5	\$ -	\$ 5	\$ -	\$ -	96-2710-220	
369-1-015-20211109	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 300	\$ -	\$ 300	\$ -	\$ -	96-1000-121	
369-1-016-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 15	\$ -	\$ 15	\$ -	\$ -	96-1000-220	
369-1-017-20211109	Eligible	Direct Allocation	Maintenance of Buildings	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 300	\$ -	\$ 300	\$ -	\$ -	96-2620-121	

369-1-018-20211109	Eligible	Direct Allocation	Maintenance of Buildings	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	\$100 stipends for staff that have COVID-19 Vaccination to help mitigate disease spread during pandemic.	\$ 15	\$ -	\$ 15	\$ -	\$ -	96-2620-220	
369-1-019-20211109	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	USD 369 is implementing a new ELA curriculum, SAVVAS Successmaker, to address reading learning loss of our students due to the COVID-19 pandemic. Through our assessments using Fastbridge and other assessments, USD 369 has seen an increased number of students who are not a reading level, have decreased phonics skills, fluency, and comprehension. USD 369 will use the curriculum for whole classroom instruction, along with small group intervention for students not meeting learning expectations and ELL students.	\$ 63,115	\$ 1,500	\$ 61,615	\$ -	\$ -	96-1000-644	Per applicant, Our new ELA curriculum will help us address an ELA district wide learning loss due to the COVID pandemic. Access to screeners and diagnostic assessments is something we did not have with our old curriculum. Researched based teaching strategies and access to digital curriculum will assist our teaching staff to meet the needs of all of our students.
369-1-020-20211109	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Professional Development to implement new ELA curriculum, curriculum that was purchased to address the learning loss of our students due to the COVID-19 pandemic.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	96-2200-300	

369-1-021-20211109	Eligible	Direct Allocation	Maintenance of Buildings	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	To provide ventilation to areas without proper ventilation, to replace indoor units serving classrooms, gymnasium, kitchen, corridors, and offices where air flow is not adequate. Upgrading HVAC controls to provide adequate airflow to mitigate disease spread. Replacement of air-cooled chiller that does not provide for adequate fresh air, replacement of roof-top units that serve in the high school that do not provide adequate fresh air and air flow. Repair of piping to implement installation is also required. Innovative solutions deemed this necessary in order to mitigate disease spread in portions of our campus where air quality is severely diminished.	\$ 93,545	\$ -	\$ 93,545	\$ -	\$ -	96-2620-700	Per narrative, The district also plans to use direct allocations to improve air quality with proper ventilation, replacing equipment that does not provide adequate fresh air, and replace controls to provide proper air circulation to prevent disease spread. The addition and replacement of equipment will help mitigate disease spread during this pandemic. Applicant provided the consultants report, and recommendations included: Due to the recent pandemic, airborne exposures have become an immediate concern for all buildings that do not have adequate fresh air. SARS-CoV-2, the virus that develops the COVID-19 disease, can be transmitted through respiratory fluids. Without adequate ventilation of occupied spaces, the transmission levels can drastically increase. The report noted several areas throughout the building with little or no adequate ventilation or outside air source. This is a capital improvement and requires the necessary paperwork.
369-1-022-20211109	Eligible	Direct Allocation	Maintenance of Buildings	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Innovative solutions air quality audit to help address poor air quality in portion of our building. This information will be used to help address areas where disease spread could be high.	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	96-2620-700	

**Kansas CommonApp (2020)**

1035-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



odAZRxPn

# 376\_Sterling\_ESSER II Plan\_0331

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Sterling Public Schools

**Applicant / Mailing Address**

| PO Box 188

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Jim Goracke

**Applicant / Email Address of Owner, CEO, or Executive Director** | gorackej@usd376.com

**Applicant / Phone Number** | 6202783621

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)** | 100026624

**Applicant / Website Address (if applicable)** | www.usd376.com

**Applicant / Board Member List (if applicable)**



[Board members.docx \(13 KiB download\)](#)

## Application details

Full District Name	Sterling Schools
District Number	376
Mailing Address   Street Address	308 E. washington
Mailing   City	Sterling
Mailing Address   Zip Code	67579
Authorized Representative of the District   Name	Jim Goracke
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	gorackej@usd376.com
Authorized Representative of the District   Phone Number	+16202783621
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.

Nearly all of the expenditures on this round of reporting is for salaries and instructional technology. The salaries were for an additional nurse to help with student evaluating and contract tracing, an additional custodian for sanitation, and subs to cover quarantined staff. The instructional tech helped us with our hybrid sessions and prepared us for remote instruction if it became necessary.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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### **Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The majority of the funding will be spent on salaries and technology. We will hire an additional nurse to help with contact tracing, testing, and evaluating students, an additional custodian to help with sanitizing, and a full time sub to help with staff that have to be out because of quarantines and illness. We will also purchase enough mobile devices so each student will have one for remote learning. We will also offer a summer school, afterschool programs, and summer camps each year to help make up for learning loss.

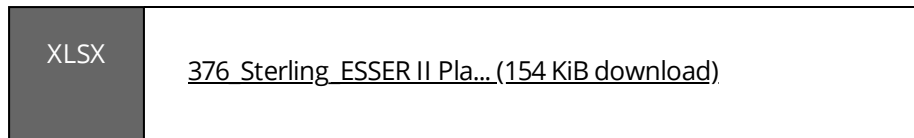
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will use assessment data from MAP, KCA, and Aimsweb to evaluate how well our new academic supports are working. The number of student days lost to illness and quarantine will also be an indicator of how well our mitigation strategies are

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.



The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Jim Goracke

Date | 10/15/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
376	Sterling	11/11/2021

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
376-1-001-20211109	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Full time sub to cover Covid positive and quarantined staff.	\$ 8,296	\$ 8,296	\$ -	\$ -	\$ -	19-4595	
376-1-002-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Full time sub to cover positive and quarantined staff	\$ 349	\$ 349	\$ -	\$ -	\$ -	19-4595	
376-1-003-20211109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Full time sub to cover positive and quarantined staff.	\$ 4	\$ 4	\$ -	\$ -	\$ -	19-4595	

376-1-004-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Full time sub to cover positive and quarantined staff. This cost covers health insurance for the full time sub.	\$ 2,970	\$ 2,970	\$ -	\$ -	\$ -	19-4595	
376-1-005-20211109	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Part time nurse to help with contact tracing, temp taking, and dealing with possible Covid positive students.	\$ 3,623	\$ 3,623	\$ -	\$ -	\$ -	19-4595	
376-1-006-20211109	Eligible	Direct Allocation	Health Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Part time nurse to help with contact tracing, temp taking, and dealing with possible positive students.	\$ 277	\$ 277	\$ -	\$ -	\$ -	19-4595	
376-1-007-20211109	Eligible	Direct Allocation	Health Services	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Part time nurse to help with contact tracing, temp taking, and dealing with possible positive students.	\$ 4	\$ 4	\$ -	\$ -	\$ -	19-4595	

376-1-008-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Sub custodians for Covid positive and quarentined staff. This amount covered 80 days of sub custodian coverage during FY21.	\$ 9,668	\$ 9,668	\$ -	\$ -	\$ -	19-4595	
376-1-009-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Sub custodians for positive and quarentined staff	\$ 740	\$ 740	\$ -	\$ -	\$ -	19-4595	
376-1-010-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Sub custodians for positive and quarentined staff	\$ 9	\$ 9	\$ -	\$ -	\$ -	19-4595	
376-1-011-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional full time custodian for Covid mitigation, sanitizing and increased cleaning.	\$ 8,082	\$ 8,082	\$ -	\$ -	\$ -	19-4595	

376-1-012-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional full time custodian for sanitizing and increased cleaning.	\$ 618	\$ 618	\$ -	\$ -	\$ -	19-4595	
376-1-013-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional full time custodian for sanitizing and increased cleaning.	\$ 8	\$ 8	\$ -	\$ -	\$ -	19-4595	
376-1-014-20211109	Eligible	Direct Allocation	Food Services Operations	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Certified staff covering lunch duty due to increased social distancing to reduce Covid spread and monitoring during student lunch times. Some kids are eating outside, some in the gym, and some in classrooms. This amount was calculated on the individual hourly rates of staff covering the extra duty. The total amount reflects 25 teachers receiving extra duty pay for this purpose.	\$ 25,242	\$ 25,242	\$ -	\$ -	\$ -	19-4595	
376-1-015-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional full time custodian for sanitizing and increased cleaning.	\$ 20	\$ 20	\$ -	\$ -	\$ -	19-4595	

376-1-016-20211109	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay for teachers that give up plan time to cover quarantined staff. This extra duty was calculated on the individual hourly rate of teachers covering the extra duty. This amount provided coverage of approximately 120 plan times covered by staff.	\$ 5,687	\$ 5,687	\$ -	\$ -	\$ -	19-4595	
376-1-017-20211109	Eligible	Direct Allocation	Health Services	Supplies & Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Masks for students and staff to reduce Covid transmission.	\$ 3,460	\$ 3,460	\$ -	\$ -	\$ -	19-4595	
376-1-019-20211109	Eligible	Direct Allocation	Health Services	Supplies & Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Headphone & ear cushion covers, mask lanyards - to make wearing masks easier for students to reduce the spread of Covid.	\$ 417	\$ 417	\$ -	\$ -	\$ -	19-4595	

376-1-020-20211109	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	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	Remaining balance for Docking stations for teacher computers ordered to increase the ability to provide remote learning for students when needed.	\$ 5	\$ 5	\$ -	\$ -	\$ -	19-4595	
376-1-021-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Supplies/Materials for Classroom Students to re-engage students and differentiate for struggling learners to support recovery of learning loss. These supplies include manipulatives and other materials to support hands-on learning.	\$ 3,896	\$ 3,896	\$ -	\$ -	\$ -	19-4595	



376-1-022-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	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	Instructional technology, hotspots to allow students in remote learning to connect if they do not have access at home. This cost was for 20 hotspots plus the monthly fee to utilize them as well as adding additional access points that will allow students without internet at home to connect and progress in their recovery of learning loss.	\$ 11,846	\$ 11,846	\$ -	\$ -	\$ -	19-4595	
376-1-023-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Software	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Software for student/teacher devices to prepare for remote instruction due to Covid. This software includes Google Management Services and Seesaw to facilitate communication with students in remote settings.	\$ 4,595	\$ 4,595	\$ -	\$ -	\$ -	19-4595	

376-1-024-20211109	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Computers for teachers & students to facilitate remote learning that was initiated due to Covid. This cost included the purchase of 40 iPads and 300 chromebooks to insure that students had individual devices to access remote learning.	\$ 92,912	\$ 92,912	\$ -	\$ -	\$ -	19-4595	
376-1-025-20211109	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Essential Staff Awareness Training for working with disadvantaged students to support recovery of learning loss sustained due to Covid. This online training was provided for approx 105 staff members.	\$ 2,600	\$ 2,600	\$ -	\$ -	\$ -	19-4595	

376-1-026-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies & PPE for buildings. This cost includes sprays, wipes, and cleaning solutions for foggers, etc to fulfill the Covid mitigation cleaning protocol. Disinfectant wipes \$1250 Touchless Paper towel dispensers \$1460 Surface disinfectant \$2850 Paper towels \$750 Hand soap \$1800 Nitrile gloves \$1750 Hand sanitizer \$1600 Masks \$3151 There were a bunch of smaller categories that made up the remainder.	\$ 15,719	\$ 15,719	\$ -	\$ -	\$ -	19-4595	Supt clarified language for this item. Not air cleaners but rather sprayers to disinfect surfaces, esp large area surfaces. Please see additional information included in the email from the supt. Also attached specs for the electrostatic sprayers.
376-1-027-20211109	Eligible	Direct Allocation	Guidance Services	Technology-Related Software	10. Providing mental health services and supports	Mental health/social emotional learning software. This software utilizes biofeedback to support students to work on breathing, heart rate, etc. as they address stress and anxiety at school that has been exacerbated by the Covid pandemic.	\$ 2,394	\$ 2,394	\$ -	\$ -	\$ -	19-4595	
376-1-028-20211109	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	2. Coordination of COVID-19 preparedness and response efforts	Additional Teacher Start of Year Preparation Work Days for learning more about remote instruction and getting materials ready. Teachers were provided the opportunity for 3 extra days, 8 hours each to pay for additional time to prepare for student instruction that will support remote learning and recovery of learning loss due to Covid. Approximately 60 staff took advantage of the extra work days.	\$ 29,588	\$ -	\$ 29,588	\$ -	\$ -	19-4595	Supt clarified this was paid in the FY22 school year

376-1-029-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Additional Teacher Start of Year Preperation Work Days for learning more about remote instruction and getting materials ready.	\$ 3,312	\$ -	\$ 3,312	\$ -	\$ -	19-4595	Supt clarified this was paid in the FY22 school year
376-1-030-20211109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Additional Teacher Start of Year Preperation Work Days for learning more about remote instruction and getting materials ready.	\$ 40	\$ -	\$ 40	\$ -	\$ -	19-4595	Supt clarified this was paid in the FY22 school year
376-1-031-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	Additional Teacher Start of Year Preperation Work Days for learning more about remote instruction and getting materials ready.	\$ 3,457	\$ -	\$ 3,457	\$ -	\$ -	19-4595	Supt clarified this was paid in the FY22 school year
376-1-032-20211109	eligible	Direct Allocation	Library/Media Services	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Supplies/Materials for Library STEM activities. These supplies included math manipulatives, rex robots, and science kits to further support recovery of learning loss due to Covid.	\$ 165	\$ 165	\$ -	\$ -	\$ -	19-4595	See additional information provided by the Supt via email

**Kansas CommonApp (2020)**

2182-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jDALIWwg

# 401\_Chase\_Raymond ESSER II Plan\_1021

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Chase/Raymond

**Applicant / Mailing Address**

| 313 E. Ave C

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Kylee McDonald

**Applicant / Email Address of Owner, CEO, or Executive Director** | mcdonaldk@usd401.com

**Applicant / Phone Number** | 6209382913

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name | Chase Raymond

District Number | 401

Mailing Address   Street Address	313 East C. Ave
Mailing   City	Chase
Mailing Address   Zip Code	67524
Authorized Representative of the District   Name	Kylee McDonald
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	mcdonaldk@usd401.com
Authorized Representative of the District   Phone Number	+16209802913
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	kizzart@usd401.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 at USD 401 have experienced significant learning loss over time that was exasperated by the COVID-19 pandemic when our students lacked the necessities of learning, most of the students were below target and with a lack of resources continued to decline or did not make academic improvements during that time frame. According to the Kansas State Assessment data the district average is about 90% of students scored below the target of level 3 in mathematics, and 88% of students scored below level 3 on the English Language Arts state assessment. Due to school closures and grouping requirements the use of interventions was limited therefore students were not able to make up prior learning deficits for nearly 2 years further putting the students behind. As the pandemic has continued to move and resurface in our community we continue to see that students and teachers lack the resources to continue progression toward state wide expected growth and learning. Nearly 80% of our students are considered At-Risk, 75% of the students meet the criteria to be considered low socio-economic status, and many of our students lack connectivity, home support or access to medical and mental health services due to the location of our district as well as transportation challenges.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.  
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.  
Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 401 found that the curriculum resources currently in our district failed to offer remote or from home usage as our students have been forced due to quarantine, illness, or additional circumstances to learn from outside of the school building. The need for higher quality research based curriculum is needed to ensure that our students can access and progress toward district and state learning outcomes. Through the pandemic we have found that most of our teaching resources do not meet the criteria necessary to ensure access and equity for our students. A curriculum team is in the process of examining and then piloting curriculum resources for reading, English language arts, we would like to utilize the ESSER II money to purchase current, student focused, materials with online access and embedded social emotional learning, to meet the needs of students and provide access when students are unable to attend school.

Additionally, we will use the ESSER II money to purchase research based intervention materials for the district wide

implementation of multi-tiered systems of support. The district is in need of mathematics and reading intervention materials to support students to make up gains from the learning loss.

Professional Development is needed for classroom management, social emotional learning, and instructional process. ESSERII money will also be utilized to purchase PPE to maintain safety in the school buildings and on transportation. The money will be used to pay for the wages of the COVID-19 aid who helps with additional cleaning as part of the mitigation procedures as well as supports learning loss interventions in the classroom.

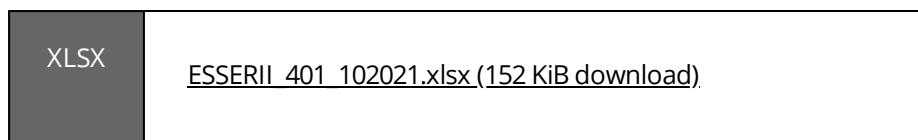
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district determined the impact or potential use of ESSER II funds based on local and state data, board of education input, teacher and district leadership team input and parent community guidance. Impact will be measured using local assessments, Fastbridge assessment, KAP scores, and other outcomes measures aligned with both KESA and School 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

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(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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[72 FR 3703, Jan. 25, 2007]

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- (a) The amount of funds under the grant or subgrant;
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- (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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§200.415 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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Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dr. Kylee J. McDonald

Date | 10/20/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
401	Chase-Raymon	10/26/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
401-1-001-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Curriculum for Reading Language Arts that includes online access, social emotional learning, and standards based instructional componets. Supplemental resources that will provide small group intervention for students who have expienced learning loss.	\$ 175,000	\$ 175,000	\$ -	\$ -	\$ -	07-1600	Applicant responded via telephone: The function code was changed to 1000 per the applicant request.
401-1-002-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	2. Coordination of COVID-19 preparedness and response efforts	Purchase of PPE to mitigate exposure and limit spread of illness	\$ 1,729	\$ 1,729	\$ -	\$ -	\$ -	07-2600-600	

**Kansas CommonApp (2020)**

2331-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



rwKvKRDr

# 421\_Lyndon\_ESSER II Plan\_1025

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 421 Lyndon

**Applicant / Mailing Address**

USD 421 Lyndon  
421 East 6th  
Lyndon, KS 66451

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Brad Marcotte

**Applicant / Email Address of Owner, CEO, or Executive Director** | marcotteb@usd421.org

**Applicant / Phone Number** | 785-828-4413

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name | Lyndon

District Number		421
Mailing Address   Street Address		421 East 6th
Mailing   City		Lyndon
Mailing Address   Zip Code		66451
Authorized Representative of the District   Name		Brad Marcotte
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		marcotteb@usd421.org
Authorized Representative of the District   Phone Number		+17858284413
Would you like to additional district representatives to the application?		No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has had a dramatic negative impact on student learning in our district. During the spring and summer of 2020 the lack of in-person schooling set student learning back in a way we could not predict. This combined with high absentee rates and periods of remote learning during the 2020-2021 school year has in some cases set students back an entire grade level. In order to "catch up" we will be asking for things that increase student to teacher and/or para ratios, added academic strategies, supplies, and items used to promote social distancing with our ESSER dollars. We not only need to increase learning in the classroom but also spend money on things to help protect against students missing school due to COVID.

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 \$3500 that we will use on additional paraprofessional salaries. We add paras to help combat learning loss due to COVID-19.

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **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.

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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 has purchased FastBridge to help with our academic and dyslexia testing. We will target scores that are below grade level and also identify an learning gaps that may have been created by COVID-19.

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

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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 students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Brad Marcotte

Date | 10/26/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
421	Lyndon	11/1//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
421-1-001-20211109	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	We are buying a bus for an additional bus route. This will increase social distancing in all of our bus routes.	\$ 84,375	\$ -	\$ 84,375	\$ -	\$ -	87148	This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)
421-1-002-20211109	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	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperature taking, cleaning, sanitizing buildings and equipment, etc.	\$ 41,074	\$ -	\$ 41,074	\$ -	\$ -	87010	See PDF documentation for breakdown of certified staff

421-1-003-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperture taking, cleaning, sanitizing buildings and equipment, etc.	\$ 8,573	\$ -	\$ 8,573	\$ -	\$ -	87012	See PDF documentation for breakdown of non-certified staff, paras
421-1-004-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperture taking, cleaning, sanitizing buildings and equipment, etc.	\$ 1,158	\$ -	\$ 1,158	\$ -	\$ -	87030	See PDF documentation for counselor

421-1-005-20211109	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperature taking, cleaning, sanitizing buildings and equipment, etc.	\$ 1,158	\$ -	\$ 1,158	\$ -	\$ -	87070	See PDF documentation for breakdown of Admin-Supt
421-1-006-20211109	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperature taking, cleaning, sanitizing buildings and equipment, etc.	\$ 2,316	\$ -	\$ 2,316	\$ -	\$ -	87072	See PDF documentation for breakdown of District Office non-certified

421-1-007-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperature taking, cleaning, sanitizing buildings and equipment, etc.	\$ 2,316	\$ -	\$ 2,316	\$ -	\$ -	87090	See PDF documentation for breakdown of Principals
421-1-008-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperature taking, cleaning, sanitizing buildings and equipment, etc.	\$ 2,316	\$ -	\$ 2,316	\$ -	\$ -	87092	See PDF documentation for breakdown of building secretaries

421-1-009-20211109	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperture taking, cleaning, sanitizing buildings and equipment, etc.	\$ 1,158	\$ -	\$ 1,158	\$ -	\$ -	87112	See PDF documentation for Tech Director
421-1-010-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperture taking, cleaning, sanitizing buildings and equipment, etc.	\$ 5,790	\$ -	\$ 5,790	\$ -	\$ -	87132	See PDF documentation for breakdown of janitors



421-1-011-20211109	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperture taking, cleaning, sanitizing buildings and equipment, etc.	\$ 5,174	\$ -	\$ 5,174	\$ -	\$ -	87152	See PDF documentation for breakdown of Food Services
421-1-012-20211109	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperture taking, cleaning, sanitizing buildings and equipment, etc.	\$ 5,715	\$ -	\$ 5,715	\$ -	\$ -	87172	See PDF documentation for breakdown of bus drivers
421-1-013-20211109	Eligible	Direct Allocation	Support Services - Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Computers were purchased to help with student educatoin during times of quarantine. Cost breakdown for this item is 50 Dell Latitudes @ \$773.87 each	\$ 38,694	\$ 38,694	\$ -	\$ -	\$ -	87064	

421-1-014-20211109	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	PPE and other sanitizing supplies to help prevent the spread of COVID-19. This costs includes disposable masks and gloves in addition to sanitizing wipes and cleaning solution to support the Covid cleaning/sanitizing protocol.	\$ 1,172	\$ 1,172	\$ -	\$ -	\$ -	87044	
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**Kansas CommonApp (2020)**

2050-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



AWNdreLM

# 432\_Victoria\_ESSER II Plan\_1021

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## Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Victoria USD 432

**Applicant / Mailing Address**

| 1105 10th St.  
| Victoria, KS 67671

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Kimberly Woolf

**Applicant / Email Address of Owner, CEO, or Executive Director** | kimberlywoolf@usd432.org

**Applicant / Phone Number** | 7857359212

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name | Victoria USD #432

District Number | 432

Mailing Address   Street Address	1105 10th St
Mailing   City	Victoria
Mailing Address   Zip Code	67671
Authorized Representative of the District   Name	Kimberly Woolf
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	kimberlywoolf@usd432.org
Authorized Representative of the District   Phone Number	+17857359212
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	mschmidt@ruraltel.net
Other District Representative 2   Email Address	mschmidt@ruraltel.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.

In 2021-22, students entering kindergarten (22) have been lower in their phonemic awareness, phonics, and numbers and operations. Our ASQ and DIBELS data from 2020 led to us retaining two kindergarten teachers and splitting first grade in order to address learning loss. With small funding opportunities connected to At-Risk funding and ESSER II credits for our district, we had to limit our hiring for 2021-22 to a part time preschool teacher (18) and part time interventionist.

Returning from 2019-20's remote learning and 2020-21's social distancing and masks, students show social emotional and academic deficiencies. We invested time and money in a SEL curriculum to address emotional needs districtwide. Rising suicide statistics became personal on our campus with the loss of a high schooler and its impact on our school. An emphasis on programs, speakers, and resources for anti-bullying and mental health services surfaced as a priority. Academic loss and learning gaps have significantly raised the number of students referred to our General Education Intervention Team (GEIT), warranting the need for a full time interventionist. At the elementary school in 2019-20 there was one student referred for special interventions because of low performance, compared to 2020-21, two students, and nine student referrals (as of October) in 2021-22. At the JH /HS level, there's an increase of six students referred to GEIT from 2019 to present. Extreme behaviors and social emotional needs from students, have led to three students being served on an alternative campus, stretching our transportation and district staff needs.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

**Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 432 did not have preschool for the 2020-21 school year because of the necessary teacher and classroom space needed for COVID requirements. Because Kindergarten Readiness is a priority, the district hired an additional Kindergarten teacher to

lower the teacher to student ratio to close the learning gap on any deficits students encounter entering school without preschool. In addition, ESSER II funds also helped retain staff in the district who had been stretched with extra duties and more demands during the past year due to COVID-19 requirements. Premium pay helped encourage and keep our staff for the 2021-22 school year

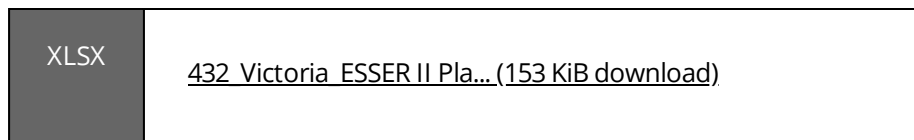
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Kindergarteners' progress will be monitored by the first 9 weeks' benchmarks from FastBridge to the end of the year scores in FastBridge. Furthermore, Fall 2022 FastBridge benchmarks will be used to gauge how much learning was retained compared to data from May 2022. In addition, staff who are content and valued lead to positive morale, leading to less turnover in staffing and lead to continuity in learning and an efficiently run building.

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students,



students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Kimberly Woolf

Date | 10/27/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
432	Victoria	11/1//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
432-1-001-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Add a second teacher to lower class size and aid with learning loss due to Covid.	\$ 35,400	\$ -	\$ 35,400	\$ -	\$ -	44-1000-110	USD 432 did not have preschool for the 2020-21 school year because of the necessary teacher and classroom space needed for COVID requirements. Because Kindergarten Readiness is a priority, the district hired an additional Kindergarten teacher to lower the teacher to student ratio to close the learning gap on any deficits students encounter entering school without preschool. (Comment pulled from the Common App)
432-1-002-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social Security Contributions for additional teacher	\$ 2,708	\$ -	\$ 2,708	\$ -	\$ -	44-1000-220-000	
432-1-003-20211109	Eligible	Direct Allocation	Instruction	0	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Unemployment Compensation for additional teacher	\$ 33	\$ -	\$ 33	\$ -	\$ -	44-1000-291-000	
432-1-004-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay for Certified Staff - Retention - 27 staff @ \$1,000 each	\$ 27,002	\$ -	\$ 27,002	\$ -	\$ -	44-1000-110	

432-1-005-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay for Non-Certified Staff - Rentention - 13 staff @ \$1,000 each	\$ 13,000	\$ -	\$ 13,000	\$ -	\$ -	44-1000-120	
432-1-006-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security Contributions for Premium Pay	\$ 560	\$ -	\$ 560	\$ -	\$ -	44-1000-220-000	
432-1-007-20211109	Eligible	Direct Allocation	Instruction	0	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment Compensation for Premium Pay	\$ 43	\$ -	\$ 43	\$ -	\$ -	44-1000-291-000	
432-2-001-20211109	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay for Certified Staff - Retention 3 staff @ \$1000 each	\$ 2,998	\$ -	\$ 2,998	\$ -	\$ -	44-1000-110	

**Kansas CommonApp (2020)**

2319-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



qKWvZgyq

# 440\_Halstead-Bentley\_ESSERII Plan\_Submission\_1021

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Ron Barry

**Applicant / Mailing Address**

| 521 W 6th St Halstead, KS 67056

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Ron Barry

**Applicant / Email Address of Owner, CEO, or Executive Director** | rbarry@usd440.com

**Applicant / Phone Number** | 316-835-2641

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)** | 480720776

**Applicant / Website Address (if applicable)** | www.usd440.com

**Applicant / W9 or Year-end Financial Statement (if applicable)**

[Download Form W-9](#)

PDF	<a href="#">USD 440 W-9.pdf (115 KiB download)</a>
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## Application details

Full District Name	Halstead-Bentley
District Number	440
Mailing Address   Street Address	521 W 6th St
Mailing   City	Halstead
Mailing Address   Zip Code	67056
Authorized Representative of the District   Name	Dr. Ron Barry
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	rbarry@usd440.com
Authorized Representative of the District   Phone Number	+13168352641
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	sadams@usd440.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 440 has been impacted academically as well as socially and emotionally by COVID-19. Although we have not completely shut down our schools, we have interrupted the instruction and learning through our mitigation strategies including social distancing, masking, hybrid schedules, and the challenges of synchronous learning. We have identified gaps in our math assessments at our elementary level where we have seen some grade levels nearing 75% Tier 2 and Tier 3 identification. We know that our high school students have seen a disruption in their math skill sets and early indicators show that our Average Math ACT score may drop below 20 and our graduation rate may drop below 85% if we don't provide supports. Our social and emotional needs district wide is increasing with higher levels of office referrals this year compared to last. We are also identifying apathy as a major consequence of the pandemic through social and emotional screeners and increase in the number of failing students district wide. There is still a need to continue to mitigate the virus and our greatest advantage to staying ahead of spread is through effective contact tracing, symptom screening, and a test to learn strategy in our schools.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

## Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district is utilizing its allocation of ESSER II funds to address the health, academic, and social and emotional needs of our students and staff. The goal is to keep students in person as long as possible while also addressing the academic and social/emotional needs of students. We will continue to identify learning gaps and provide academic opportunities to address those needs. Our data shows that 30-45% of our students in grades K-5 need math intervention support because they are below grade level expectations. We know that this trend transfers to the high school based upon state and national data. USD 440 has employed an at-risk math interventionist at the middle school level in the past and an addition to the elementary and high school will allow the district to align its intervention support to address math skills lost during the pandemic. We will also continue to employ two CNA's to assist with health mitigation strategies throughout our buildings, including screening and a test to learn strategy. We will utilize the Fastbridge Screener for Math and reading to identify gaps in learning and target personalized interventions based upon the data. We plan to purchase the Foundations Curriculum to align K-4 reading instruction to the group of students who lost the most instruction during the most critical time to learn how to read. We will also purchase Edgenuity for a credit recovery system to assist students at the high school level who may be behind in credits and at risk for not graduating with their cohort group.

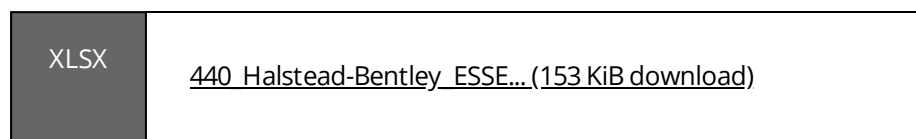
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will be able to collect data on the total number of students impacted by the virus, how much learning loss was associated, and what the educational impact may be on lost learning and additional academic support through the use of Fastbridge MTSS testing, Sabers Social and Emotional screener, state assessments, ACT data, graduation rates, credit recovery (Edgenuity), and other local academic formative and summative assessments. We will also be able to track credit recovery locally to determine how many students will graduate with their cohort group. Health data of students can be tracked by the number of students out because of COVID, learning time saved or lost with our test to learn program, and the impact of communal spread through contact tracing by our nurses.

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

# Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:  
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;



- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency,

including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Ron Barry

Date | 10/20/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
440	Halstead	10/26/2021

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
440-1-001-20211109	Eligible	Direct Allocation	Nursing Services	Full-Time Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Hire Full Time CNA to assist District Nurse with COVID needs	\$ 36,055	\$ -	\$ 17,555	\$ 18,500	\$ -	07E2134 1210400 605	Per narrative, There is still a need to continue to mitigate the virus and our greatest advantage to staying ahead of spread is though effective contact tracing, symptom screening, and a test to learn strategy in our schools. We will also continue to employ two CNA's to assist with health mitigation strategies throughout our buildings, including screening and a test to learn strategy.
440-1-002-20211109	Eligible	Direct Allocation	Nursing Services	Full-Time Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Hired full time CNA to assist Nurse with COVID needs	\$ 36,055	\$ -	\$ 17,555	\$ 18,500	\$ -	07E2134 1210300 605	See Row 440-1-001
440-1-003-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hire an At Risk Math Interventionist Position at the High School level to address learning loss, skill loss, and help increase graduation rates for students impacted during COVID-19	\$ 106,350	\$ -	\$ 44,350	\$ 47,000	\$ 15,000	07E1000 1110200 605	Per narrative, Our data shows that 30-45% of our students in grades K-5 need math intervention support because they are below grade level expectations. We know that this trend transfers to the high school based upon state and national data. USD 440 has employed an at-risk math interventionist at the middle school level in the past and an addition to the elementary and high school will allow the district to align its intervention support tp address math skills lost during the pandemic.

440-1-004-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hire an At Risk Math Interventionist Position at the Elementary School to address learning loss and skill gaps for students impacted during COVID-19	\$ 110,860	\$ -	\$ 45,860	\$ 48,500	\$ 16,500	07E1000 1110400 605	See Row 440-1-003.
440-1-005-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Foundations curriculum to align curriculum and instruction to address the reading gap for students	\$ 11,000	\$ -	\$ 11,000	\$ -	\$ -	07E1000 6100400 605	Per narrative, We plan to purchase the Foundations Curriculum to align K-4 reading instruction to the group of students who lost the most instruction during the most critical time to learn how to read.
440-1-006-20211109	Eligible	Direct Allocation	Nursing Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Hire Full Time CNA to assist District Nurse with COVID needs	\$ 15,680	\$ -	\$ 7,840	\$ 7,840	\$ -	07E2134 2200400 605	
440-1-007-20211109	Eligible	Direct Allocation	Nursing Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Hire Full Time CNA to assist District Nurse with COVID needs	\$ 15,680	\$ -	\$ 7,840	\$ 7,840	\$ -	07E2134 2200300 605	
440-1-008-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Hire an At Risk Math Interventionist Position at the High School level to address learning loss, skill loss, and help increase graduation rates for students impacted during COVID-19	\$ 22,100	\$ -	\$ 10,050	\$ 10,050	\$ 2,000	07E1000 2200200 605	
440-1-009-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Hire an At Risk Math Interventionist Position at the Elementary School to address learning loss and skill gaps for students impacted during COVID-19	\$ 22,100	\$ -	\$ 10,050	\$ 10,050	\$ 2,000	07E1000 2200400 605	

440-1-010-20211109	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Fastbridge Academic and Social Emotional Screener	\$ 4,476	\$ -	\$ 1,492	\$ 1,492	\$ 1,492	07E1000 6530400 605	Per narrative, Our social and emotional needs district wide is increasing with higher levels of office referrals this year compared to last. We are also identifying apathy as a major consequence of the pandemic through social and emotional screeners and increase in the number of failing students district wide.
440-1-011-20211109	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Edgenuity Credit Recovery Curriculum	\$ 13,425	\$ -	\$ 4,475	\$ 4,475	\$ 4,475	07E1000 6530300 605	Per narrative, We know that our high school students have seen a disruption in their math skill sets and early indicators show that our Average Math ACT score may drop below 20 and our graduation rate may drop below 85% if we don't provide supports. We will also purchase Edgenuity for a credit recovery system to assist students at the high school level who may be behind in credits and at risk for not graduating with their cohort group.
440-1-012-20211109	Eligible	Direct Allocation	Instruction	Software	3. Providing principals and other school leaders with resources to address individual school needs	Edgenuity Credit Recovery Curriculum	\$ 26,700	\$ -	\$ 8,900	\$ 8,900	\$ 8,900	07E1000 6530200 605	See Row 440-1-012.

**Kansas CommonApp (2020)**

2324-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



DekVEqpZ

# 449\_Easton-Pleasant Ridge\_ESSER II Plan\_Submission

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Easton USD 449

**Applicant / Mailing Address**

32502 Easton Road  
Easton, Kansas 66020

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Tim Beying

**Applicant / Email Address of Owner, CEO, or Executive Director** | tbeying@easton449.org

**Applicant / Phone Number** | 9136519740

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name | Easton-Pleasant Ridge

District Number		449
Mailing Address   Street Address		32502 Easton Road
Mailing   City		Easton
Mailing Address   Zip Code		66020
Authorized Representative of the District   Name		Tim Beying
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		tbeying@easton449.org
Authorized Representative of the District   Phone Number		+19136519740
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		kallison@easton449.org
Other District Representative 2   Email Address		jmurphy@easton449.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have used FastBridge benchmarking, HS course credit audits, and Kansas State Assessment scores to identify students and skill deficits in both core academic areas as well as social emotional development. We have seen an increasing number of students falling below grade level and/or in danger of failing to graduate during the Covid-19 pandemic. We strongly believe a large segment of students struggled with online learning in the spring of 2020 and through-out 20-21 as they were learning remotely due to Covid-19 quarantines and related issues. Certainly special education students, at-risk students, and elementary students learning reading and mathematics basic skills were disproportionately impacted.

District Fastbridge Benchmarks K-8 for the Fall of 2020 indicate that 51% of students met benchmark in Reading and 54% met benchmark in Math.

Kansas Assessment scores revealed a drop in the number of students reaching levels 3 and 4 by 6% in Reading and 2.5% in Mathematics.

HS Course Credit Audits revealed that 7% of our students were making insufficient progress toward graduation in 20-21 and that, without credit recovery, these students were in danger of failing to graduate.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

**Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

During the 2020-21 school year, we added programs to assist in making up for deficiencies we discovered during the spring of 2020 when all students were learning remotely. We have strengthened our use of technology and better prepared online

platforms in order to connect with our students. We have also continued to purchase any PPE necessary to keep our students in in-person learning as we have identified remote learning as a considerable barrier for students with special needs, for those who are at-risk, and for students who generally perform below grade level.

In the summer of 2021 USD 449 held a summer school program to address academic deficiencies identified by local benchmarking and to extend learning opportunities for elementary students who had missed substantial portions of in-person learning due to Covid-19 and associated circumstances. This summer school opportunity served over 30% of our elementary-age students and helped to propel those students into the 21-22 school term.

Two other staffing additions have been put into place to assist secondary students for the 21-22 school term. We have added a credit recovery program utilizing Edgenuity educational software and a Credit Recovery facilitator to assist students in recovering credits lost during the Covid-19 pandemic. Similarly, we plan to add 3 Learning Recovery aides across the district in order to make up for the learning loss our students suffered at all grades PK-12.

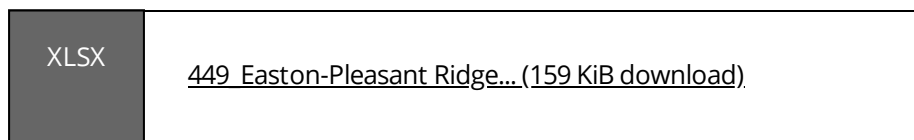
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

School staff will determine the impact of its ESSER II allocation through FastBridge Benchmarking in grades K-8 in both Reading and Math. This data will be collected in the fall/winter/spring of each year in order to show academic growth and determine the success of the program. Students in grades 9-12 will participate in credit recovery class(es). The number of students successfully recovering (earning) high school credit will be used to determine the success of this program. Our efforts in improving student performance will be monitored through local and State assessments during the 21-22 school year and beyond.

### Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

### Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Timothy M. Beying

Date | 10/22/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
449	Easton	11/1//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
449-1-003-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salary for before-school care during June '21 Summer School program in order to increase participation by students.	\$ 360	\$ 180	\$ 180	\$ -	\$ -	07-1000-128-02	
449-1-004-20211109	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Employed a Credit Recovery Coordinator and a Learning Recovery Aide at Pleasant Ridge HS to assist students experiencing learning loss recovering credits required to graduate. Budgeted fringe benefit for 21-22.	\$ 4,400	\$ -	\$ 4,400	\$ -	\$ -	07-1000-200-02	
449-1-005-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Employed a Credit Recovery Coordinator and a Learning Recovery Aide at Pleasant Ridge HS to assist students experiencing learning loss recovering credits required to graduate. Budgeted social security for FY '21 and '22.	\$ 4,763	\$ 810	\$ 3,953	\$ -	\$ -	07-1000-220-02	
449-1-006-20211109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Social Security to be paid to Learning Recovery Aide at PRHS. This position serves as an educational support to students failing to make adequate educational progress toward earning graduation credits due to learning loss from Covid-19.	\$ 39	\$ -	\$ 39	\$ -	\$ -	07-1000-260-02	

449-1-007-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Purchase of Reading Mastery program for use with K-5 students suffering from learning loss or at risk of not gaining expected reading skills.	\$ 12,021	\$ -	\$ 12,021	\$ -	\$ -	07-1000-600-02	Per narrative, District Fastbridge Benchmarks K-8 for the Fall of 2020 indicate that 51% of students met benchmark in Reading and 54% met benchmark in Math. Kansas Assessment scores revealed a drop in the number of students reaching levels 3 and 4 by 6% in Reading and 2.5% in Mathematics.
449-1-008-20211109	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase of thermometers for use in detecting students, staff, or visitors who may be sick.	\$ 3,666	\$ 1,833	\$ 1,833	\$ -	\$ -	07-1000-680-02	Per applicant, Purchased eight infrared touchless thermometers in order to check student temperatures as students boarded the bus or entered school buildings each morning. CDC guidelines suggested that students, staff, or visitors to district buildings having a fever of 100.4 would be candidates for carrying/spreading Covid-19. Along with these thermometers, we purchased facemasks and hand sanitizer to protect students and staff from spreading Covid-19.
449-1-009-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	12. Addressing learning loss among students, including vulnerable populations	Purchase of Moby Max instructional technology in order to provide highly engaging educational content for students in order to make up for lost learning during Covid pandemic.	\$ 10,833	\$ -	\$ 10,833	\$ -	\$ -	07-1000-734-02	Per narrative, We have strengthened our use of technology and better prepared online platforms in order to connect with our students. Per applicant, Purchase of Moby Max instructional technology in order to provide highly engaging educational content for students in order to make up for lost learning during Covid pandemic. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing students to progress as quickly as they like and ensuring that remedial students get the extra instruction they need.
449-1-010-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of Zoom software that allows for regular and substantive educational interaction between students and instructors even when students are ill or quarantined.	\$ 2,607	\$ 43	\$ 2,564	\$ -	\$ -	07-1000-735-02	

449-1-011-20211109	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salary for curriculum specialist during '21 Summer School for 120 K-5 students. She provided instructional ideas and oversaw local assessments during the summer school program.	\$ 4,628	\$ 2,314	\$ 2,314	\$ -	\$ -	07-2200-100-02	
449-1-012-20211109	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security for curriculum specialist during '21 Summer School for 120 K-5 students. She provided instructional ideas and oversaw local assessments during the summer school program.	\$ 358	\$ 179	\$ 179	\$ -	\$ -	07-2200-220-02	
449-1-013-20211109	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Workers Comp. for curriculum specialist during '21 Summer School for 120 K-5 students. She provided instructional ideas and oversaw local assessments during the summer school program.	\$ 4	\$ 2	\$ 2	\$ -	\$ -	07-2200-260-02	
449-1-014-20211109	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush leadership support and professional learning services fees to provide assistance to building/district leaders in leading during a pandemic and addressing learning loss.	\$ 2,640	\$ 1,320	\$ 1,320	\$ -	\$ -	07-2213-330-02	
449-1-015-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salary for administrator during '21 Summer School for 120 K-5 students. Budgeted for FY '22 as well.	\$ 4,188	\$ 2,094	\$ 2,094	\$ -	\$ -	07-2400-110-02	
449-1-016-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salary for secretary during '21 Summer School for 120 K-5 students. Budgeted for FY '22 as well.	\$ 2,004	\$ 1,002	\$ 1,002	\$ -	\$ -	07-2400-120-02	
449-1-017-20211109	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security for secretary during '21 Summer School for 120 K-5 students. Budgeted for FY '22 as well.	\$ 400	\$ 200	\$ 200	\$ -	\$ -	07-2400-220-02	



449-1-018-20211109	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Compensation for secretary during '21 Summer School for 120 K-5 students. Budgeted for FY '22 as well.	\$ 4	\$ 2	\$ 2	\$ -	\$ -	07-2400-260-02	
449-1-019-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase of sanitizing supplies for use in district facilities to mitigate Covid-19 virus.	\$ 153	\$ -	\$ 153	\$ -	\$ -	07-2600-600-02	
449-1-020-20211109	Eligible	Direct Allocation	Student Transportation	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries for bus drivers during June '21 Summer School program to make up student learning loss. Budgeted for summer '22, as well.	\$ 5,208	\$ 2,604	\$ 2,604	\$ -	\$ -	07-2700-100-02	
449-1-021-20211109	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security for bus drivers during June '21 Summer School program to make up student learning loss. Budgeted for summer '22, as well.	\$ 66	\$ 33	\$ 33	\$ -	\$ -	07-2700-220-02	
449-1-022-20211109	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Compensation for bus drivers during June '21 Summer School program to make up student learning loss. Budgeted for summer '22, as well.	\$ 2	\$ 1	\$ 1	\$ -	\$ -	07-2700-260-02	
449-1-023-20211109	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries for kitchen personnel (cooks) during June '21 Summer School program to make up student learning loss. Budgeted for summer '22, as well.	\$ 5,668	\$ 2,834	\$ 2,834	\$ -	\$ -	07-3100-120-02	
449-1-024-20211109	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security contributions for kitchen personnel (cooks) during June '21 Summer School program to make up student learning loss. Budgeted for summer '22, as well.	\$ 434	\$ 217	\$ 217	\$ -	\$ -	07-3100-220-02	
449-1-025-20211109	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment compensation for kitchen personnel (cooks) during June '21 Summer School program to make up student learning loss. Budgeted for summer '22, as well.	\$ 6	\$ 3	\$ 3	\$ -	\$ -	07-3100-260-02	

449-1-026-20211109	Eligible	Direct Allocation	Support Services - General Administration	Purchased Professional & Technical Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Upgrade of district accounting software to make it web based so that it could be accessed remotely when district buildings were required to be closed.	\$ 29,740	\$ -	\$ 29,740	\$ -	\$ -	07-2300-300-02	Per applicant, Performed an upgrade of district accounting software (to Aptafund) to make it web based. Our accounting software had been computer-based and only accessible from within district facilities. School buildings were closed down due to Covid-19 in the spring of 2020 causing disruption to district business. This upgrade allows all four district finance officers (one per building) to access files and reports remotely if district building access was again disrupted. Building shutdowns during this pandemic have disrupted payroll, paying district bills, and timely preparation of district financials for the
449-1-027-20211109	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase of sprayers for sanitizing classrooms and school transportation as well as PPE for use within schools and on district transportation.	\$ 4,872	\$ -	\$ 4,872	\$ -	\$ -	07-1000-600-02	
449-1-028-20211109	Eligible	True Up Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	11A. Planning and implementing summer learning or enrichment programs	June '22 Summer School to address learning loss for students K-8 and credit recovery for students 9-12.	\$ 11,250	\$ -	\$ 11,250	\$ -	\$ -	07-1000-115-02	Per applicant, USD 449 is planning summer school for June '22. The summer program for K-8 students would serve approximately 150 students and involve about 15 teachers working to recover learning lost during Covid-19 school shut-downs, remote learning, and quarantines. The program would be estimated to consist of 60 clock hours. Approximately 15 high school students would take part in Edgenuity credit recovery courses to make up (earn) credits toward graduation.

**Kansas CommonApp (2020)**

2038-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



oZANmNKG

# 474\_Haviland\_ESSER II Plan\_0818

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 474

**Applicant / Mailing Address**

Unified School District 474  
P.O. Box 243  
Haviland, KS. 67059

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Mary Jo Taylor, Superintendent

**Applicant / Email Address of Owner, CEO, or Executive Director** | mtaylor@usd474.org

**Applicant / Phone Number** | 6208625256

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

**Full District Name** | Haviland USD 474

District Number		474
Mailing Address   Street Address		400 N Topeka Street, PO Box 243
Mailing   City		Haviland
Mailing Address   Zip Code		67059
Authorized Representative of the District   Name		Mary Jo Taylor
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		mtaylor@usd474.org
Authorized Representative of the District   Phone Number		+16208625256
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		kharrison@usd474.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has had a financial impact on USD 474 as well as significant learning loss especially for at risk students, and a substantial drop in enrollment and staff turnover.

USD 474 upgraded technology to allow for remote learning and contracted with a local internet provider to provide internet to several "at risk" students who would have otherwise been unable to participate remotely.

Test scores at the younger grade levels demonstrate substantial learning loss due to COVID-19. From fall 2019 to fall 2020, 82% of K-2 students declined in test scores and students who scored "at risk" doubled.

In the 2020-2021 school year 30% of our staff missed a significant number of school days due to quarantine as well as a large number of students. In the 2021-2022 school year, 36% of students have missed 10% of the school days to date due to quarantine. The majority of quarantined students are "at risk". Loss of class time for students and teachers put students at a significant risk for learning loss.

Following the end of the 2019-2020 school year, enrollment dropped by 26%. Based on a district survey, half of those students choose to stay home and continue their education via homeschool specifically due to COVID-19. USD 474 also experienced an unprecedented staff turnover of 61% for the 2021-2022 school year, including several highly qualified teachers.

Our student population is 41.1% at risk (22 students). The disruptions of quarantines, personnel turnover, and the loss of peers put these students at further risk.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

**Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Following the upheaval COVID-19 has caused for our student population and staff, USD 474 will use its ESSER II allocation to:  
1) Prioritize the retention of its highly qualified teachers to maintain continuity and close the gap of learning that was lost

- 2) Improving airflow in the building which in turn will prevent the spread of COVID-19 and reduce absences due to quarantine
- 3) Hiring a part-time counselor and contracting with a crisis team to provide mental and emotional supports to students which are lacking in the district
- 4) Implementing curriculum and training aimed to specifically address mental and emotional health for younger students most affected by learning loss

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 474 will determine the impact of ESSER II expenditures on students by:

- 1) Monitor and evaluate test scores to close the gap of learning that was lost
- 2) Reduction in absences due to quarantine for COVID-19
- 3) Recruitment and retention of highly qualified teachers for 2022-23
- 4) The air quality improvements are in the preschool and gym. We will expect more comfort, better health, and on task learning behaviors from groups using those locations.

### Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

### Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:  
2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.  
§200.303 Internal controls.  
§200.305 Payment.  
§200.313 Equipment.  
§200.314 Supplies.  
§200.318 General procurement standards.  
§200.320 Methods of procurement to be followed;  
2 CFR 200 Subpart E: Cost Principles:  
§200.403 Factors affecting allowability of costs.  
§200.404 Reasonable costs.  
§200.405 Allocable costs.  
§200.413 Direct costs.  
§200.415 Required certifications.  
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom



instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Mary Jo Taylor

Date | 10/13/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
474	Haviland	11/1//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
474-1-001-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	USD 474 currently does not have a counselor. USD 474 will hire a part-time counselor to ensure the social/emotional needs of all students are met.	\$ 5,895	\$ -	\$ 5,895	\$ -	\$ -	6	
474-1-002-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD 474 certified staff will be given \$1,000 each as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	6	
474-1-003-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 474 grade school secretary & librarian will be given \$1,000.00 each as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	6	

474-1-004-20211109	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The USD 474 clerk and district secretary will be given \$1,000.00 each as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	6	
474-1-005-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	USD 474 maintenance/custodians will be given \$1,000 each as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	16	
474-1-006-20211109	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	The USD 474 lead teacher/principal will be given \$1,000 as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	6	
474-1-007-20211109	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	USD 474 food service will be given \$1,000 each as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	24	

474-1-008-20211109	Eligible	Direct Allocation	Monitoring Services	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	USD 474 bus mechanic will be given \$1,000 as premium pay in December 2021. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	6	
474-1-009-20211109	Eligible	Direct Allocation	Food Services Operations	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	USD 474 will purchase 5 tables to provide larger social distancing space in the school cafeteria.	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	24	
474-1-010-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 474 has air quality issues in the district gymnasium. The district will upgrade the HVAC system throughout the building to improve air quality and circulation for students and staff to mitigate the spread of COVID-19. An engineer will provide a study to address air quality issues and design a plan to upgrade the HVAC system to meet the ASHREA specifications for indoor air quality pursuant to CDC guidelines.	\$ 44,232	\$ -	\$ 44,232	\$ -	\$ -	16	This is a capital improvement and requires the necessary paperwork
474-1-011-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 474 preschool classroom has poor ventilation. The district will install a minisplit in the preschool classroom to improve air quality and circulation for students and staff to mitigate the spread of COVID-19.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	16	Allowable if CDC guidelines are met

474-1-012-20211109	Eligible	Direct Allocation	Support Services - General Administration	Other Professional Services	10. Providing mental health services and supports	USD 474 will contract with ESSDACK Crisis Team to provide training to its part time counselor and to provide access to mental health professionals for staff and students in response to COVID-19.	\$ 700	\$ -	\$ 700	\$ -	\$ -	6	
474-1-013-303111019	Eligible	Direct Allocation	Support Services (Students)	Other Professional Services	10. Providing mental health services and supports	USD 474 will purchase the curriculum Second Step for K-5 to address emotional and social development loss due to COVID-19	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	6	

**Kansas CommonApp (2020)**

1234-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



NPBKLVYE

# 482\_Dighton\_ESSER II Plan\_0407

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Dighton 482

**Applicant / Mailing Address**

710 E. Lincoln St.  
BOX 878  
Dighton 67839

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Kaylee R Martindale

**Applicant / Email Address of Owner, CEO, or Executive Director** | kmartindale@usd482.org

**Applicant / Phone Number** | 620-397-2835

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name | Dighton

District Number		482
Mailing Address   Street Address		710 E Lincoln
Mailing   City		Dighton
Mailing Address   Zip Code		67839
Authorized Representative of the District   Name		Angela Lawrence
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		alawrence@usd482.org
Authorized Representative of the District   Phone Number		+16203972835
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		kmartindale@usd482.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.

It is very evident to USD 482 staff and administration that Covid 19 impacted all of our students in some way. USD 482 had an enrollment of 236 students Pre K-12. At the beginning of the closure of schools, the district was not fully equipped for all students Pre K-12 to have a device that was suitable for remote learning. Secondly, it was quickly discovered that many of our students/families did not have adequate if any internet connectivity. The district worked quickly to assess the number of suitable devices needed as well as, worked with our local internet provider to offer reduced pricing for internet services so all students could have connectivity. The district did acquire additional devices and hot spots to provide 1:1 devices and connectivity to all students Pre K-12.

It was realized during the Safe Return to school in the fall of 2020, that all students were impacted in some way either socially, emotionally or mentally, or in some cases all areas. It was quickly discovered through normal assessment protocols that the learning loss among all levels of students was very prominent. This testing allowed teachers to design instruction tailored to individual needs of students and evaluate current curriculum, resources and instructional practices. Students needing additional instruction to address learning deficits, were provided services through tutoring before and after school and during staff plan periods.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational

Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 482 plans to purchase air filters to be installed in our current HVAC units with the expectation to help filtrate the air quality to mitigate the spread of all viruses, including Covid 19. The district will use ESSER II funds to purchase additional sanitization equipment.

The district's biggest immediate need is the social-emotional wellbeing of students and staff. The results of forced school closure, loss of learning, loss of social interaction, increased poverty and fear of the unknown has impacted students and staff



in a negative manner. The district recognizes that a social emotional curriculum for Pre K-12 is extremely necessary. After researching many programs, the district selected 7-Mindsets. This curriculum will be implanted at the Pre K-12 level and allows student and staff social-emotional support.

The district hired a Social-Emotional Counselor to support efforts in meeting the needs of all students. This counselor is a licensed social worker that meets with individual students and provides group therapy for Pre K-12. This position is instrumental in providing needed emotional support for our students to be academically successful. With students having increased access to devices, it was determined by the district that student security measures needed to be monitored more closely by the district. To help ensure all students are protected and practice safe technology usage, the district will use ESSER II funds to pay for site licenses for specific programs to monitor student traffic on devices, including internet.

The district spent time assessing technology programs and curriculum to address specific learning losses at all levels. These licenses will provide students and teachers with individual skills tailored to students' specific needs and data to support teacher efforts in instructional planning.

The district will offer Premium Pay to staff who assisted in the sanitation and cleanliness of our 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 closely be monitoring the number of students who are receiving Social-Emotional support from our Social-Emotional Counselor. This can be easily tracked by the number of student/counselor visits, the number of DCF reports filed, the KCTC data and the number of student crisis that the Social Emotional Counselor deals with.

The district will also determine the impact of the ESSER II funds used to purchase and implement technology licenses by reviewing the student data. The district does have data that can easily be accessed to determine if individual learning loss gaps are being addressed which will correlate to overall student performance in core areas at each grade level.

The district will assess the impact of ESSER II funds relating to air quality and sanitization procedures by closely monitoring the number of quarantines, safety absences and positive exposures of our students and staff.

### Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

### Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Kaylee Martindale

Date

| 10/18/2021

Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
482	Dighton	10/26/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
482-1-001-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Upgrade building projects to improve air quality.	\$ 5,281	\$ -	\$ 5,281	\$ -	\$ -	88	Per narrative, USD 482 plans to purchase air filters to be installed in our current HVAC units with the expectation to help filtrate the air quality to mitigate the spread of all viruses, including Covid 19. Per applicant, improving the indoor air quality in school facilities by additional air filters.
482-1-002-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	Purchase cirriculum target toward areas in which students have fallen behind.	\$ 17,869	\$ -	\$ 17,869	\$ -	\$ -	88	Per narrative, It was quickly discovered through normal assessment protocols that the learning loss among all levels of students was very prominent. This testing allowed teachers to design instruction tailored to individual needs of students and evaluate current curriculum, resources and instructional practices. Per applicant, curriculum is IXL, Lexia, Renaissance Learning and Alexdria Renewal.

482-1-003-20211109	Eligible	Direct Allocation	Social Work Services	Other Professional Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Provide Mental health services & support at district to students & staff	\$ 20,165	\$ -	\$ 20,165	\$ -	\$ -	88	Per narrative, It was realized during the Safe Return to school in the fall of 2020, that all students were impacted in some way either socially, emotionally or mentally, or in some cases all areas. The district's biggest immediate need is the social-emotional wellbeing of students and staff. The results of forced school closure, loss of learning, loss of social interaction, increased poverty and fear of the unknown has impacted students and staff in a negative manner. The district recognizes that a social emotional curriculum for Pre K-12 is extremely necessary. After researching many programs, the district selected 7-Mindsets. This curriculum will be implanted at the Pre K-12 level and allows student and staff social-emotional support. Per applicant, mental health services and support at district to students and staff would be provided through the 7-Mindsets curriculum.
482-1-004-20211109	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	School Counselor needed for mental, social, and emotional needs at the district.	\$ 49,440	\$ -	\$ 49,440	\$ -	\$ -	88	Per narrative, The district hired a Social-Emotional Counselor to support efforts in meeting the needs of all students. This counselor is a licensed social worker that meets with individual students and provides group therapy for Pre K-12. This position is instrumental in providing needed emotional support for our students to be academically successful.

482-1-005-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	Software License for technology devices given to students	\$ 18,191	\$ -	\$ 6,064	\$ 6,064	\$ 6,064	88	Per narrative, With students having increased access to devices, it was determined by the district that student security measures needed to be monitored more closely by the district. To help ensure all students are protected and practice safe technology usage, the district will use ESSER II funds to pay for site licenses for specific programs to monitor student traffic on devices, including internet. The district spent time assessing technology programs and curriculum to address specific learning losses at all levels. These licenses will provide students and teachers with individual skills tailored to students' specific needs and data to support teacher efforts in instructional planning. Per applicant, software licenses for technology devices given to students would be GoGuardian and AirWatch for our Ipads.
482-1-006-20211109	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	88	Per narrative, The district will offer Premium Pay to staff who assisted in the sanitation and cleanliness of our buildings. Per applicant, all employees (certified & classified) received notification that they could volunteer to assist cleaning buildings. Negotiation team approved for certified staff. Set rate of \$12.00 per hours. Employees kept and turned in time cards after completing tasks. Clarified this is not reimbursement request, but plan moving forward.
482-1-007-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase equipment/supplies to clean and sanitize facilities to continue classroom learning	\$ 7,863	\$ -	\$ 7,863	\$ -	\$ -	88	Per applicant, Purchased a Floor Scrubber that would be more efficient (higher percentage) in killing COVID and more effective than the tools we had currently at our district. Scrubber applies disinfectant and sanitizes. Also purchased foggers for sanitizing. Supplies in addition to what district normally utilized pre-Covid. This could require prior approval with the Equipment Purchase Form this can be found at Form 9-311-166



**Kansas CommonApp (2020)**

1692-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



BLkjZm

# 484\_FREDONIA\_ESSER II PLAN\_1004

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## Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 484

**Applicant / Mailing Address**

| 300 N 6th  
Fredonia, KS 66736

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Brian Smith

**Applicant / Email Address of Owner, CEO, or Executive Director** | bsmith@fredoniaks.com

**Applicant / Phone Number** | 620-378-4177

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name | Fredonia

District Number | 484

Mailing Address   Street Address	300 North 6th
Mailing   City	Fredonia
Mailing Address   Zip Code	66736
Authorized Representative of the District   Name	Brian Smith
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	bsmith@fredoniaks.com
Authorized Representative of the District   Phone Number	+16203784177
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	dbredehoft@fredoniaks.com
Other District Representative 2   Email Address	cgustin@fredoniaks.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.

This past year has been very difficult for students, staff, parents, and community as the pandemic altered the school environment to such a degree that no one was spared. In terms of learning impacts, we are still examining the impact of the pandemic on student achievement but did see a markedly larger number of failing grades, especially at the secondary level. In addition, the percentage of students in the lowest level of the state assessments across all areas. In addition, we also saw a proportionally large increase in behavioral issues within the district over the last quarter over previous years.

The pandemic revealed two key areas of need, better ventilation and alignment of academic interventions to engage learning at high levels. To improve the air quality our elementary building is using window air units that does not bring in fresh air. We are starting the process to investigate a new system for that building to mitigate the risk of virus spread. Better air quality and movement should enhance safety.

In order to increase learning, the entire elementary faculty members underwent Fastbridge & Bridges training this summer. We believe the consistency in teaching practice will not only mitigate any loss but accelerate the pace at which students learn to read and do math.

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 will continue to purchase PPE and cleaning items for the buildings.

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

**Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district has many needs as it relates to adequate ventilation and HVAC units that has not enabled us to provide the necessary capacity to adequately control air flow throughout our elementary school. Our plan is to utilize ESSER II & III funds to replace our window air conditioning units with a new HVAC system.

USD 484 will use these funds to increase the support we give our struggling learners with additional support in the classroom, summer school and our afterschool programs. Smaller group sizes will allow us to reach these students on an individual level to decrease their learning loss due to COVID. USD 484 purchased new software that will enhance our ability to understand the learning loss. We are excited to see how this software will impact the students in the classroom or at home with in quarantine.

USD 484 will continue to use funds to help mitigate the spread of COVID with the purchase of additional PPE and janitorial supplies.

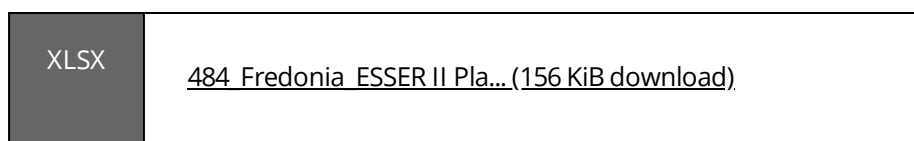
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Academic improvements will be measured using the Fastbridge data, interim assessment, state assessments, and other local screeners. Social Emotional Learning will be evaluated with absentee and discipline data, KCTC data and through the use of a local screener.

### Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

### Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- The amount of funds under the grant or subgrant;
- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students,

students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Brian Smith

Date | 10/04/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
484	Fredonia	10/26/2021

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
484-1-001-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	BRIDGES	\$ 31,012	\$ -	\$ 31,012	\$ -	\$ -	75009	Per narrative, In terms of learning impacts, we are still examining the impact of the pandemic on student achievement but did see a markedly larger number of failing grades, especially at the secondary level. In addition, the percentage of students in the lowest level of the state assessments across all areas. In order to increase learning, the entire elementary faculty members underwent Fastbridge & Bridges training this summer. We believe the consistency in teaching practice will not only mitigate any loss but accelerate the pace at which students learn to read and do math. USD 484 purchased new software that will enhance our ability to understand the learning loss. We are excited to see how this software will impact the students in the classroom or at home with in quarantine.
484-1-002-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	FASTBRIDGE	\$ 18,870	\$ 7,290	\$ 5,790	\$ 5,790	\$ -	75009	See Row 484-1-001.
484-1-003-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	95% Phonics Program	\$ 12,606	\$ -	\$ 12,606	\$ -	\$ -	75009	Per applicant, This is a new curriculum purchased to help our students rebound from the learning loss that occurred with COVID-19.



484-1-004-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	KAGEN - Supplies	\$ 1,760	\$ -	\$ 1,760	\$ -	\$ -	75009	See Row 484-1-005.
484-1-005-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	KAGEN - Salaries - 30 Teachers (77 *115)	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	75001	Per narrative, In terms of learning impacts, we are still examining the impact of the pandemic on student achievement but did see a markedly larger number of failing grades, especially at the secondary level. In addition, the percentage of students in the lowest level of the state assessments across all areas. USD 484 will use these funds to increase the support we give our struggling learners with additional support in the classroom, summer school and our afterschool programs. Smaller group sizes will allow us to reach these students on an individual level to decrease their learning loss due to COVID. We believe the consistency in teaching practice will not only mitigate any loss but accelerate the pace at which students learn to read and do math.
484-1-006-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Construction Services (Outside Contractors)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Developmental Survey of our Lincoln Building	\$ 8,500	\$ -	\$ 8,500	\$ -	\$ -	75010	Per narrative, To improve the air quality our elementary building is using window air units that does not bring in fresh air. We are starting the process to investigate a new system for that building to mitigate the risk of virus spread. Better air quality and movement should enhance safety. The district has many needs as it relates to adequate ventilation and HVAC units that has not enabled us to provide the necessary capacity to adequately control air flow throughout our elementary school. Our plan is to utilize ESSER II & III funds to replace our window air conditioning units with a new HVAC system.

484-1-007-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Summer School - Supplies	\$ 6,000	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	75009	Per narrative, USD 484 will use these funds to increase the support we give our struggling learners with additional support in the classroom, summer school and our afterschool programs. Smaller group sizes will allow us to reach these students on an individual level to decrease their learning loss due to COVID. Per applicant, Our summer school program was designed for our Tier II and Tier III students in grades K-6 for three weeks over the summer. The program was designed by our instructional coach and curriculum director. The program included direct instruction, enrichment activities and field trips. The hours of operation was from 7:30 to noon, with breakfast and lunch provided. Over 50 students and 15 staff members were included in this program.
484-1-008-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School - Salaries	\$ 11,155	\$ -	\$ 11,155	\$ -	\$ -	75001	
484-1-009-20211109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Summer School - S/S	\$ 692	\$ -	\$ 692	\$ -	\$ -	75004	
484-1-010-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Summer School - Unemployment	\$ 11	\$ -	\$ 11	\$ -	\$ -	75005	
484-1-011-20211109	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Summer School - Medicare	\$ 162	\$ -	\$ 162	\$ -	\$ -	75004	

484-1-012-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Jump Start - Supplies	\$ 1,500	\$ -	\$ 500	\$ 500	\$ 500	75009	Per narrative, USD 484 will use these funds to increase the support we give our struggling learners with additional support in the classroom, summer school and our afterschool programs. Smaller group sizes will allow us to reach these students on an individual level to decrease their learning loss due to COVID. This past year has been very difficult for students, staff, parents, and community as the pandemic altered the school environment to such a degree that no one was spared. In terms of learning impacts, we are still examining the impact of the pandemic on student achievement but did see a markedly larger number of failing grades, especially at the secondary level. In addition, the percentage of students in the lowest level of the state assessments across all areas. Per applicant, Our jump start program is very similar to our summer school program. We started in August for all of our Kindergarten and 1st grade students. This was a benefit to the students and staff as they began to build their relationships within their classrooms and started to provide early instruction to help our students get back into the routine.
484-1-013-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Jump Start - Salaries	\$ 5,750	\$ -	\$ 5,750	\$ -	\$ -	75001	
484-1-014-20211109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Jump Start - S/S	\$ 357	\$ -	\$ 357	\$ -	\$ -	75004	
484-1-015-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Jump Start - Unemployment	\$ 6	\$ -	\$ 6	\$ -	\$ -	75005	

484-1-016-20211109	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Jump Start - Medicare	\$ 83	\$ -	\$ 83	\$ -	\$ -	75004	
484-1-017-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	11B. Planning and implementing supplemental after-school programs	After School Program - Supplies	\$ 9,000	\$ -	\$ 3,000	\$ 3,000	\$ 3,000	75009	Per narrative, USD 484 will use these funds to increase the support we give our struggling learners with additional support in the classroom, summer school and our afterschool programs. Smaller group sizes will allow us to reach these students on an individual level to decrease their learning loss due to COVID. Per applicant, Our afterschool programs are for all Tier III students and some Tier II students. We are using our FASTBRIDGE data to determine our groups based on their scores. The program will be two days a week for 1.5 hours. The goal has been to build the foundation of the skills these students are missing and move out of Tier III. We are limiting our group size to a 5:1 (student/teacher ratio). We saw great success last spring with this program.
484-1-018-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Program - Salaries	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	75001	
484-1-019-20211109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11B. Planning and implementing supplemental after-school programs	After School Program - S/S	\$ 930	\$ -	\$ 930	\$ -	\$ -	75004	
484-1-020-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	After School Program- Unemployment	\$ 15	\$ -	\$ 15	\$ -	\$ -	75005	

484-1-021-20211109	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11B. Planning and implementing supplemental after-school programs	After School Program - Medicare	\$ 218	\$ -	\$ 218	\$ -	\$ -	75004	
484-1-022-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Three Elementary Teachers - Salaries - To Address learning loss and smaller class sizes (1 Primary, 2 Intermediate Teachers)	\$ 143,750	\$ -	#####	\$ -	\$ -	75001	Per narrative, USD 484 will use these funds to increase the support we give our struggling learners with additional support in the classroom, summer school and our afterschool programs. Smaller group sizes will allow us to reach these students on an individual level to decrease their learning loss due to COVID.
484-1-023-20211109	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Three Elementary Teachers - Health Insurance	\$ 33,744	\$ -	\$ 33,744	\$ -	\$ -	75011	
484-1-024-20211109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Three Elementary Teachers - S/S	\$ 8,913	\$ -	\$ 8,913	\$ -	\$ -	75004	
484-1-025-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Three Elementary Teachers - Unemployment	\$ 144	\$ -	\$ 144	\$ -	\$ -	75005	
484-1-026-20211109	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Three Elementary Teachers - Medicare	\$ 2,084	\$ -	\$ 2,084	\$ -	\$ -	75004	

484-1-027-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	One Preschool Teacher - Salary - Smaller class sizes	\$ 41,250	\$ -	\$ 41,250	\$ -	\$ -	75001	Per narrative, USD 484 will use these funds to increase the support we give our struggling learners with additional support in the classroom, summer school and our afterschool programs. Smaller group sizes will allow us to reach these students on an individual level to decrease their learning loss due to COVID.
484-1-028-20211109	Eligible	Direct Allocation	Instruction	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	PK Teacher - Health Insurance	\$ 8,436	\$ -	\$ 8,436	\$ -	\$ -	75011	
484-1-029-20211109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	PK Teacher - S/S	\$ 2,558	\$ -	\$ 2,558	\$ -	\$ -	75004	
484-1-030-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	PK Teacher - Unemployment	\$ 41	\$ -	\$ 41	\$ -	\$ -	75005	
484-1-031-20211109	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	PK Teacher - Medicare	\$ 598	\$ -	\$ 598	\$ -	\$ -	75004	

484-1-032-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	One JH/HS Teacher -Salary - to address learning loss as an acadmedic advocate.	\$ 44,978	\$ -	\$ 44,978		\$ -	75001	Per narrative, In terms of learning impacts, we are still examining the impact of the pandemic on student achievement but did see a markedly larger number of failing grades, especially at the secondary level. In addition, the percentage of students in the lowest level of the state assessments across all areas. In addition, we also saw a proportionally large increase in behavioral issues within the district over the last quarter over previous years.
484-1-033-20211109	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	JH/HS Teacher - Health Insurance	\$ 8,436	\$ -	\$ 8,436	\$ -	\$ -	75011	
484-1-034-20211109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	JH/HS Teacher - S/S	\$ 2,789	\$ -	\$ 2,789	\$ -	\$ -	75004	
484-1-035-20211109	Eligible	Direct Allocation	Instruction	Other Employee Benefits	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	JH/HS Teacher - Unemployment	\$ 45	\$ -	\$ 45	\$ -	\$ -	75005	
484-1-036-20211109	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	JH/HS Teacher - Medicare	\$ 652	\$ -	\$ 652	\$ -	\$ -	75004	

484-1-037-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Outdoor Tables	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	75010	Per applicant, With CARES funds we purchased outdoor canopies to install for outdoor classrooms. Our students brought their chairs out and worked from their laps, we believe by providing them tables will only enhance and encourage our teachers to bring their students out into the fresh air. Also these tables will provide additional opportunities to spread our students out during lunch. Our cafeteria space is limited, thus giving the option of going outside will increase the possibilities of social distancing and being in the fresh air.
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**Kansas CommonApp (2020)**

1982-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



pelGmABr

# USD 511 Attica ESSER II Plan

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Attica Public Schools

**Applicant / Mailing Address**

| 718 N MAIN ST

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Mike Sanders

**Applicant / Email Address of Owner, CEO, or Executive Director** | mikesanders@usd511.org

**Applicant / Phone Number** | 6202547915

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name | Attica Public Schools

District Number | 511

Mailing Address   Street Address	718 N MAIN ST
Mailing   City	ATTICA
Mailing Address   Zip Code	67009
Authorized Representative of the District   Name	Mike Sanders
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	mikesanders@usd511.org
Authorized Representative of the District   Phone Number	+16203882831
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	brandiew@usd511.org
Other District Representative 2   Email Address	amiel@usd511.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The impacts of COVID -19 on our district is related to the loss of learning due to school closures and staff/student quarantines. This time loss has related to loss of academic achievement at all grade levels at both buildings in the district. We are a small 1A school district in South central Kansas with an enrollment of 162 students PreK through 12th grade. Trying to cover for this loss of learning has cause mental fatigue for both students, families, and our staff. Our goal for ESSER II funds it to help support this loss of learning and the mental fatigue our students, families, and staff are experiencing.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.  
 Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our plan is to support the mitigation procedures that we started last year. One of the strategies we took was to get our students out in the fresh air more often than in the past. Using Spark funds we added an "Open Air" Physical Education teacher to be used in the district. Because of this we were able to add another class rotation in the elementary physical education classes. We would like to continue this mitigation procedure this year using ESSER II funds. Other personnel strategies to support our students and families in dealing with the stress of COVID-19 impacts would be to help offset the costs of a part-time nurse and to pay the district's portions of the KSDE Mental Health grant which covers a part-time social worker shared with USD 332 Cunningham. Also need to add some extra hours for the cleaning of our buildings in our district. To address the loss of learning, especially in the area of reading, the district went through during school closures and remote learning we would like to strengthen our MTSS model by purchasing Phonic Skills kits and implement these skills into our reading MTSS tiers. We would also like to purchase, which we used Spark funding last year, Edgenuity. This online platform help our quarantined and remote learning students last school year. Purchasing this would continue the support for these

students. We also decided to go to online enrollment at the beginning of this year to keep our in person enrollment numbers down in the building. Also to assist any of our families that were quarantined during enrollment time. Lastly, we would like to use ESSER II funds for Premium Pay, specifically for the payment of retention of our staff during these challenging COVID-19 times.

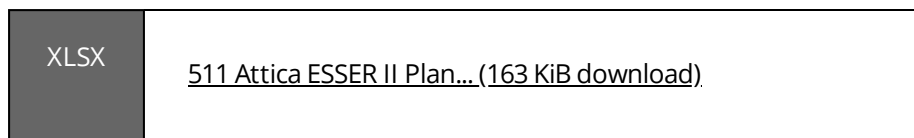
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We are hoping through these strategies, which some were used last year, that we can continue in keeping our staff, students, and families safe from COVID-19. Also support them if they or their family is dealing with COVID-19. Like last year we can measure our success by the number of days missed due to COVID-19. Online enrollment, Open Air Physical Education both tie into keeping our families at a distance or out in the open fresh air. We would like to evaluate our test scores, using newly adopted Fastbridge, to see if the Phonic Skill kids are working for our reading levels. We will also use the Social and Emotional measurements Fastbridge to help with measurements of risk factors with our students. Lastly, we hope to more of a retention from our staff because of the retention pay through the "Premium Pay" portion of ESSER II funds.

### Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

### Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:  
2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.  
§200.303 Internal controls.  
§200.305 Payment.  
§200.313 Equipment.  
§200.314 Supplies.  
§200.318 General procurement standards.  
§200.320 Methods of procurement to be followed;  
2 CFR 200 Subpart E: Cost Principles:  
§200.403 Factors affecting allowability of costs.  
§200.404 Reasonable costs.  
§200.405 Allocable costs.  
§200.413 Direct costs.  
§200.415 Required certifications.  
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom

instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Mike Sanders

Date | 09/09/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
511	Attica	10/26/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
511-1-001-20211109	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	3. Providing principals and other school leaders with resources to address individual school needs	Cost for online enrollment to the district.	\$ 3,146	\$ -	\$ 3,146	\$ -	\$ -	50	Per narrative, We also decided to go to online enrollment at the beginning of this year to keep our in person enrollment numbers down in the building. Also to assist any of our families that were quarantined during enrollment time.
511-1-002-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Premium Pay for staff "retention pay"	\$ 22,000	\$ -	\$ 22,000	\$ -	\$ -	50	Per narrative, Lastly, we would like to use ESSER II funds for Premium Pay, specifically for the payment of retention of our staff during these challenging COVID-19 times. Per applicant, all staff (41) will receive retention incentive pay based upon years of service. The range is \$300-\$1,500. The payout will follow approval of the state Board.
511-1-003-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	"Open Air" Physical Education teacher. For more outside PE classes	\$ 30,968	\$ -	\$ 30,968	\$ -	\$ -	50	Per narrative, Our plan is to support the mitigation procedures that we started last year. One of the strategies we took was to get our students out in the fresh air more often than in the past. Using Spark funds we added an "Open Air" Physical Education teacher to be used in the district. Because of this we were able to add another class rotation in the elementary physical education classes. We would like to continue this mitigation procedure this year using ESSER II funds.



511-1-004-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	District's portion of KSDE mental health grant	\$ 4,096	\$ -	\$ 4,096	\$ -	\$ -	50	Per narrative, Other personnel strategies to support our students and families in dealing with the stress of COVID-19 impacts would be to help offset the costs of a part-time nurse and to pay the district's portions of the KSDE Mental Health grant which covers a part-time social worker shared with USD 332 Cunningham. Per applicant, The KSDE mental health grant was new to our district last year. We specifically applied for it the summer before to address the stress of our families and students because of the impacts of COVID.
511-1-005-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Part-time school nurse,	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	50	Per narrative, Other personnel strategies to support our students and families in dealing with the stress of COVID-19 impacts would be to help offset the costs of a part-time nurse and to pay the district's portions of the KSDE Mental Health grant which covers a part-time social worker shared with USD 332 Cunningham.
511-1-006-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase district license for Edgenuity (Remote Learning platform)	\$ 11,765	\$ -	\$ 11,765	\$ -	\$ -	50	Per narrative, The impacts of COVID -19 on our district is related to the loss of learning due to school closures and staff/student quarantines. This time loss has related to loss of academic achievement at all grade levels at both buildings in the district. We would also like to purchase, which we used Spark funding last year, Edgenuity. This online platform help our quarantined and remote learning students last school year. Purchasing this would continue the support for these students.
511-1-007-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Phonic Skill Bags for MTSS instructional support	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	50	Per narrative, To address the loss of learning, especially in the area of reading, the district went through during school closures and remote learning we would like to strengthen our MTSS model by purchasing Phonic Skills kits and implement these skills into our reading MTSS tiers.

511-1-008-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Premium Pay for staff "retention pay"	\$ 5,500	\$ -	\$ 5,500	\$ -	\$ -	50	Per narrative, Lastly, we would like to use ESSER II funds for Premium Pay, specifically for the payment of retention of our staff during these challenging COVID-19 times. Per applicant, all staff (41) will receive retention incentive pay based upon years of service. The range is \$300-\$1,500. The payout will follow approval of the state Board.
511-1-009-20211109	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning Staff	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	50	Per narrative, Our plan is to support the mitigation procedures that we started last year. Also need to add some extra hours for the cleaning of our buildings in our district. Per applicant, That position is hired to replace the new staff we hired last year with Spark funds. We specifically hired that person to help do some extra cleaning and sanitizing. It would be 572 hours at a \$10.50 hourly rate for the next three and half months. This obviously doesn't pay for a full time position so we are supplanting the other time frame with general fund dollars.

## ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	204	Bonner Springs	2,528	45%	\$ 1,727,348	\$ 1,727,348	100%	\$ 1,727,348	\$ 1,727,348	\$ -	100%	\$ 683
2	249	Frontenac Public Schools	932	38%	\$ 414,589	\$ 382,012	92%	\$ 414,589	\$ 414,589	\$ 32,577	100%	\$ 445
3	393	Solomon	358	55%	\$ 183,009	\$ 102,970	56%	\$ 183,009	\$ 183,009	\$ 80,039	100%	\$ 512
4	411	Goessel	284	27%	\$ 88,080	\$ 14,625	17%	\$ 88,080	\$ 88,080	\$ 73,455	100%	\$ 311
5	503	Parsons	1,243	73%	\$ 2,075,087	\$ 718,000	35%	\$ 2,075,087	\$ 2,075,087	\$ 1,357,087	100%	\$ 1,670
6	506	Labette County	1,440	59%	\$ 1,298,287	\$ 1,298,287	100%	\$ 1,298,287	\$ 1,298,287	\$ -	100%	\$ 902
<b>Total</b>			<b>6,783</b>	<b>52%</b>	<b>\$ 5,786,400</b>	<b>\$ 4,243,242</b>	<b>73%</b>	<b>5,786,400</b>	<b>\$ 5,786,400</b>	<b>\$ 1,543,158</b>	<b>100%</b>	<b>\$ 853</b>

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.
2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

**Kansas CommonApp (2020)**

2243-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



nZvejKdn

# 204\_BonnerSprings\_ESSERII\_Ch

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 204

**Applicant / Mailing Address**

| 5600 S. 138th St

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Richard Moulin

**Applicant / Email Address of Owner, CEO, or Executive Director** | moulinr@usd204.net

**Applicant / Phone Number** | 913-422-5600

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name | Bonner Springs/Edwardsville

District Number | 204

Mailing Address | Street Address | 2200 S 138th St

Mailing   City	Bonner Springs
Mailing Address   Zip Code	66012
Authorized Representative of the District   Name	Rick Moulin
Authorized Representative of the District   Position or Title	Assistant Superintendent
Authorized Representative of the District   Email Address	moulinr@usd204.net
Authorized Representative of the District   Phone Number	+19134225600
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	bargerr@usd204.net
Other District Representative 2   Email Address	brungardtD@usd204.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

| COVID 19 has impacted students socially emotionally and many students have experienced learning loss.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The focus of ESSER II will be student learning loss, providing mental health support, cleaning and sanitation, and nursing 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?

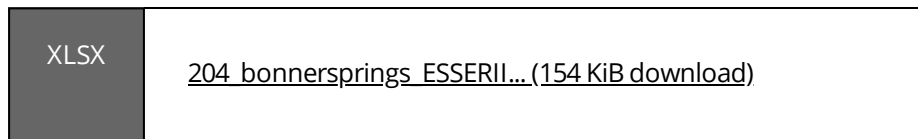
Student progress, attendance, grades, assessments, parent and student surveys.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.



## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

# Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Rick Moulin

Date | 10/13/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
204	Bonner Springs	11/1/2021

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
204-1-001-20211109	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	(Change Request-Elimated Budget Exp for 2022)* Based on the high usage of student/teacher technology through pandemic the district is in the process of updating student technology resources.	\$ 179,000	\$ 179,000	\$ -	\$ -	\$ -	46	Change Request: previously approved for \$179,000 SFY 2021, \$179,000 SFY 2022 at 5/11/2021 State Board
204-1-002-20211109	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	(Change Request-New Amount)* Based on the high usage of student/teacher technology through pandemic the district is in the process of updating staff technology resources.	\$ 155,910	\$ 155,910	\$ -	\$ -	\$ -	46	Change Request: previously approved for \$152,000 SFY 2021 at 5/11/2021 State Board

204-1-003-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	• In order to comply with Wyandotte County Health Orders, teacher planning time was scheduled on Fridays each week. The district transitioned back to five days a week with students the last quarter. With the goal compensating teachers for the planning they will now need to do outside the school day USD 204 will pay each certified staff member 1/8th Of their daily rate for each school day during the 4th quarter of the 2020-21 school year,	\$ 374,539	\$ 374,539	\$ -	\$ -	\$ -	46	Change Request: previously approved for \$331,000 SFY 2021 at 5/11/2021 State Board
204-1-004-20211109	Eligible	Direct Allocation	Health Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	(Change Request-New Amount) • USD 204 added an additional nurse and instructional staff to facilitate student safety and learning.	\$ 120,749	\$ 55,749	\$ 65,000	\$ -	\$ -	46	Change Request: previously approved for \$45,000 SFY 2021 and \$58,000 SFY 2022 at 5/11/2021 State Board
204-1-005-20211109	Eligible	Direct Allocation	Health Services	Purchased Property Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	(Change Request-New Amount) • To facilitate keeping students and staff safe the district will allocate funds for sanitization of buildings.	\$ 46,095	\$ 26,095	\$ 20,000	\$ -	\$ -	46	Change Request: previously approved for \$35,000 SFY 2021 and \$15,000 SFY 2022 at 5/11/2021 State Board

204-1-006-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	(Change Request-New Amount) To respond to the high number of students who are now failing classes and have become disengaged in school the district will develop an intervention plan with a focus on post-secondary school success and social emotional wellbeing. The plan will include hiring additional staff for this purpose.	\$ 259,255	\$ 37,512	\$ 221,743	\$ -	\$ -	46	Change Request: previously approved for \$100,000 SFY 2021 at the 5/11/2021 State Board
204-1-007-20211109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	10. Providing mental health services and supports	(Change Request-New Amounts) To respond to the high number of students who are now failing classes and have become disengaged in school the district will develop an intervention plan with a focus on post-secondary school success and social emotional wellbeing. The plan will include hiring additional staff for this purpose.	\$ 87,014	\$ 32,014	\$ 55,000	\$ -	\$ -	46	Change Request: previously approved for \$88,348 SFY 2021 at the 5/11/2021 State Board
204-1-008-20211109	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	(Change Request-New Amount)• With the objective of lowering the numbers of students on each bus and working with different schedules USD 204 added an additional bus route for the first three nine weeks of school. Additionally USD 204 provided bus service for summer school	\$ 52,163	\$ 52,163	\$ -	\$ -	\$ -	46	Change Request: previously approved for \$104,000 SFY 2021 at the 5/11/2021 State Board
204-1-009-20211109	Eligible	Direct Allocation	Vehicle Operation	Gasoline	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	(Change Request-New Amounts) With the objective of lowering the numbers of students on each bus and working with different schedules USD 204 added an additional bus route for the first three nine weeks of school.	\$ 15,036	\$ 15,036	\$ -	\$ -	\$ -	46	Change Request: previously approved for \$6,000 SFY 2021 at the 5/11/2021 State Board

204-1-010-20211109	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	(Change Request-New Amount) To address student learning loss USD 204 is launching a four-week summer program for the next two years all K-12 buildings and providing transportation	\$ 4,679	\$ 4,679	\$ -	\$ -	\$ -	46	Change Request: previously approved for \$15,000 SFY 2021 at the 5/11/2021 State Board
204-1-011-20211109	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	(Change Request-New Amount)• To address student learning loss USD 204 is launching a four-week summer program for the next two years all K-12 buildings and providing transportation	\$ 230,887	\$ 147,101	\$ 83,786	\$ -	\$ -	46	Change Request: previously approved for \$26,000 SFY 2021 at the 5/11/2021 State Board
204-1-012-20211109	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	(Change Request- New Amount) To address student learning loss USD 204 is launching a four-week summer program for the next two years all K-12 buildings and providing transportation	\$ 37,556	\$ 37,556	\$ -	\$ -	\$ -	46	Change Request: previously approved for \$30,000 SFY 2021 at the 5/11/2021 State Board
204-1-013-20211109	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	11B. Planning and implementing supplemental after-school programs	(Change Request-New Amount)During the school year USD 204 will offer before/after & during school interventions for students who are struggling due to COVID learning loss.	\$ 164,465	\$ 64,465	\$ 100,000	\$ -	\$ -	46	Change Request: previously approved for \$50,000 SFY 2021 at the 5/11/2021 State Board

**Kansas CommonApp (2020)**

2266-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



eRmLNrgq

# 249\_Frontenac\_ESSER II Plan\_change

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 249 Frontenac Schools
<b>Applicant / Mailing Address</b>	
rsimonic@frontenac249.org	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Rick Simonic
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	rsimonic@frontenac249.org
<b>Applicant / Phone Number</b>	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.)

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## Application details

Full District Name	Frontenac
District Number	249

Mailing Address   Street Address	208 S Cayuga
Mailing   City	Frontenac
Mailing Address   Zip Code	66763
Authorized Representative of the District   Name	Ric 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, cleaning equipment/supplies, 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 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

**Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

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 lters 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

### Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.

- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]  
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- The amount of funds under the grant or subgrant;
- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

## 2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom

instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Rick Simoncic

Date | 04/28/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
249	Frontenac Publ	10/26/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
249-1-001-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request: 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.	\$ 69,530	\$ 25,970	\$ 43,560	\$ -	\$ -	73510	Change Request: previously approved for \$28,500 SFY 2021 and \$78,000 SFY 2022 at 6/9/2021 State Board
249-1-002-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Change Request: Teachers pay for after school tutoring programs at all levels to help with student loss from COVID.	\$ 14,413	\$ 14,413	\$ -	\$ -	\$ -	73540	Change Request: previously approved for \$12,500 SFY 2021 and \$20,000 SFY 2022 at 6/9/2021 State Board
249-1-003-20211109	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	Change Request: The district hired a Bilingual Aide to address learning loss for our non-english speaking students.	\$ 13,500	\$ 13,500	\$ -	\$ -	\$ -	73550	Change Request: previously approved for \$14,500 SFY 2021 and \$15,000 SFY 2022 at 6/9/2021 State Board

249-1-004-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request: Employer fica match for salaries listed above positions.	\$ 6,250	\$ 3,019	\$ 3,230	\$ -	\$ -	73520	Change Request: previously approved for \$4,000 SFY 2021 and \$9,000 SFY 2022 at 6/9/2021 State Board
249-1-005-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Change Request: Software to address the social emotional needs for our students.	\$ 10,160	\$ 10,160	\$ -	\$ -	\$ -	73500	Change Request: previously approved for \$10,160 SFY 2021 and \$10,160 SFY 2022 at 6/9/2021 State Board
249-1-006-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Change Request: 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.	\$ 25,136	\$ 11,136	\$ 14,000	\$ -	\$ -	73570	Change Request: previously approved for \$13,500 SFY 2021 and \$14,000 SFY 2022 at 6/9/2021 State Board
249-1-007-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Change Request: Employer fica match for salary of the part time custodian postion.	\$ 1,852	\$ 852	\$ 1,000	\$ -	\$ -	73580	Change Request: previously approved for \$1,000 SFY 2021 and \$1,000 SFY 2022 at 6/9/2021 State Board
249-1-008-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Change Request: Unemployment for the part time custodian postion.	\$ 100	\$ -	\$ 100	\$ -	\$ -	73590	Change Request: previously approved for \$100 SFY 2021 and \$100 SFY 2022 at 6/9/2021 State Board
249-1-009-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Change Request: Air filters and iWave air purifiers for HVAC units to encourage a healthy environment and to prevent the spread of COVID.	\$ 5,945	\$ 5,945	\$ -	\$ -	\$ -	73600	Change Request: previously approved for \$10,000 SFY 2022 at 6/9/2021 State Board

249-1-010-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Change Request: SFA reading roots 5th edition with new online resources to focus on small group introduction and addresses learning loss due to COVID.	\$ 7,184	\$ 7,028	\$ 156	\$ -	\$ -	73500	Change Request: previously approved for \$6,715 SFY 2021 at 6/9/2021 State Board
249-1-011-20211109	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	Change Request: No touch faucets/flushers & other sanitation supplies to prevent the spread of COVID.	\$ 31,875	\$ 23,620	\$ 8,255	\$ -	\$ -	73600	Change Request: previously approved for \$15,000 SFY 2021 and \$5,000 SFY 2022 at 6/9/2021 State Board
249-1-012-20211109	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	Approved at 6/9/2021 State Board
249-1-013-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	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	Approved at 6/9/2021 State Board
249-1-014-20211109	Eligible	Direct Allocation	Instruction	Dues and Fees	12. Addressing learning loss among students, including vulnerable populations	Change Request: Summer camp enrichment experience at Greenbush Abernathy Science Center for elementary summer school.	\$ 2,250	\$ -	\$ 2,250	\$ -	\$ -	73650	Change Request: previously approved for \$2,250 SFY 2021 at 6/9/2021 State Board



249-1-015-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	New Item: Summer School program supplies & Stem supplies for the JH.	\$ 478	\$ 478	\$ -	\$ -	\$ -	73500	New Line Item. See Rows 15 and 27 regarding implementing summer school program to address learning loss.
249-1-016-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Item: Happy Numbers Elementary Student Licenses	\$ 1,450	\$ 1,450	\$ -	\$ -	\$ -	73500	New Line Item. Per narrative, Our elementary data shows a decline in math over the course of this school year. We will implement programs to address learning loss. Per applicant, Happy Numbers elementary student licenses is a math curriculum supplement for elementary student use to address student learning loss due to COVID. It is for the 21-22 school year for the elementary students.
249-1-017-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Item: Leader in Me Teacher Professional Development	\$ 4,058	\$ -	\$ 4,058	\$ -	\$ -	73510	New Line Item. Per narrative, 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. Per applicant, this expense is for the payment to teachers for a day of training during non contracted time for professional development to aid in implementing the Leader in me program at the elementary school level. This program is a social emotional curriculum to be implemented by the elementary teachers/staff.
249-1-018-20211109	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	New Item: Summer School program Transportation. Wages for the bus driver.	\$ 1,754	\$ -	\$ 1,754	\$ -	\$ -	73701	New Line Item. See Row 27.

249-1-019-20211109	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	New Item: Added another bus route to allow for social distancing on the school buses. Wages for the additional bus route driver.	\$ 10,535	\$ -	\$ 10,535	\$ -	\$ -	73701	New Line Item
249-1-020-20211109	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	New Item: Bus route for summer school 2021 summer and added another bus route for the 21-22 school year to allow for social distancing on the school buses. Social security for the wages for the driver for both of these.	\$ 877	\$ -	\$ 877	\$ -	\$ -	73702	New Line Item
249-1-021-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	2. Coordination of COVID-19 preparedness and response efforts	New Item: Supplies for Students to try to limit the transmission of the COVID virus - face masks, face shields, plastic barriers, and a water cart for outside sports - all for student use to prevent the spread of the COVID virus.	\$ 7,096	\$ -	\$ 7,096	\$ -	\$ -	73500	New Line Item
249-1-022-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Item: Leader in Me Character Education program	\$ 4,750	\$ -	\$ 4,750	\$ -	\$ -	73500	New Line Item. Per narrative, 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. Per applicant, this expense is part of the initial year purchase cost for the leader in me education program. This social emotional curriculum program will be implement in the elementary school.

249-1-023-20211109	Eligible	Direct Allocation	Instruction	Dues and Fees	3. Providing principals and other school leaders with resources to address individual school needs	New Item: Character Strong virtual training	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	73650	New Line Item. Per narrative, 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. this cost is for the virtual training of HS teachers and staff in the the character strong program. The program is a social emotional curriculum that will be implemented in the high school grades 9-12.
249-1-024-20211109	Eligible	Direct Allocation	Instruction	Dues and Fees	12. Addressing learning loss among students, including vulnerable populations	New Item: Fastbridge subscription for assessments	\$ 8,716	\$ -	\$ 8,716	\$ -	\$ -	73650	New Line Item. Per narrative, 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 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.
249-1-025-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Premium Pay - \$600 to all full time employees and \$300 to all half time employees. This is to retain quality qualified employees. We had a record number of new employees this year and we are paying this to try to retain current staff. This will be paid in November of 2021.	\$ 72,600	\$ -	\$ 72,600	\$ -	\$ -	73510	New Line Item

249-1-026-20211109	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: FICA for the retention pay in November of 2021.	\$ 5,554	\$ -	\$ 5,554	\$ -	\$ -	73520	New Line Item
249-1-027-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Payment to our special education interlocal for premium pay. \$500 will be paid to SEK Interlocal Premium pay for 22 employees who work in our district to retain qualified staff.	\$ 11,000	\$ -	\$ 11,000	\$ -	\$ -	73510	New Line Item. Per applicant, payment will occur in November 2021.

**Kansas CommonApp (2020)**

2340-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



KPwEQmRx

# 393\_Solomon\_ESSER II PLAN\_0504 (copy)

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## Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 393 Solomon

**Applicant / Mailing Address**

| 313 E. 7th  
| Solomon, KS 67480

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Justin Coup, Supt

**Applicant / Email Address of Owner, CEO, or Executive Director** | jcoup@usd393.net

**Applicant / Phone Number** | 785-655-2541

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

Full District Name | Solomon

District Number | 393

Mailing Address   Street Address	313 E 7th Street
Mailing   City	Solomon
Mailing Address   Zip Code	67480
Authorized Representative of the District   Name	Justin Coup
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	jcoup@usd393.net
Authorized Representative of the District   Phone Number	+17856552541
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	dzsamba@usd393.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.

We have used FASTBRIDGE to collect data from the beginning of the year until next week (May) to track our progress. During this time we noticed a lower start for all areas, but math continues to lag behind. However, the biggest and hardest loss to handle is reviewing the SABRES data. 20% of our staff felt our students were at risk in October, however, our students who were dealing with so much viewed themselves with 40% in the at-risk category. Because of this data finding ways to meet with small groups during a pandemic has been a struggle. Finding tools to meet the various needs: social, emotional, financially, academically, family needs, housing needs...the needs went on and on. Free/Reduced apps declined this year; however, not because of wealth increases but due to lack of forms collected. We are over 60% F/R, so the major losses this year included the fear of the most basic needs from 60% of our students: food, shelter, clothing. The school was the one common and normal place students had their lives. However, the ability to learn due to increased anxiety issues was alarming and the data proves this. We are now seeing 28 students in our mental health program with 6 others in the SIT process waiting for possible services. The need is high for regulation. Our plan will include: full-time subs to help with continual PD for our staff, additional counselor, technology improvements for services at home, as well as many others.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We are utilizing the plan to hire 6 FTE certified teachers and 6 paras. We have our Camp Gorilla enrollment open and have over 100 students attending 3 days a week all day long for 6 weeks during the summer. We will meet on Tues, Wed, Thur for the first three weeks of June followed by the first three full weeks in July. This will allow students to have a break yet hopefully not have the summer slide along with the loss from the pandemic. We will group them by grade bands with 25-30 in a classroom/learning area with three staff members (2 cert 1 classified). The second area we will be utilizing is an upgrade to technology to help meet the needs of our students and teachers. We will be purchasing 23 document cameras to utilize for students at home/quarantine, upgrade to interactive projectors (5 units), TVs for our Google Chromecast and for our high

school (5 units). This will help as we transition to meet the technology needs and classroom effective strategies as we have changed how the school looks on a daily basis.

The third area to address at the moment is training for teachers in behavior, how to utilize data, and how to individualize/band classes. We have found the best money spent during the pandemic was on QUALITY professional development for our staff. As we dig into the data, we need to teach our staff how this will impact lesson planning and class structure.

Finally, we will be using substitutes to help meet our professional development needs. Instead of a one-day sit-n-get, we want to use a more individual approach. Hiring a full-time sub will help us to best utilize time and space.

This is just the first step in many changes to our application.

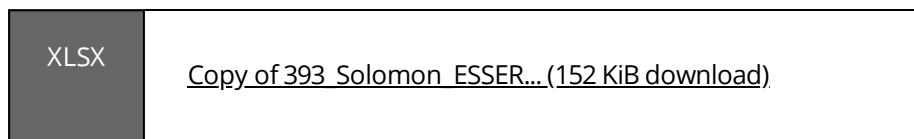
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to progress monitor and utilize FASTBRIDGE data to compare not only the impact as a whole, but individually with students. We are also using FRECKLE math to help target skills flagged in our FAST data. SEL is a top priority as well as implementing professional development to help our teachers become confident in dealing with behavior issues within the classroom. SABRES data will be utilized to compare the impact from a students perspective as well from the teachers.

### Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

### Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:



- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- The amount of funds under the grant or subgrant;
- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students,

students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Justin Coup

Date | 05/18/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
393	Solomon	11/1//2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
393-1-001-20211109	Eligible	Direct Allocation	Instruction	Temporary Certified Substitutes' Salaries for Certified Staff	5. Procedures and systems to improve LEA preparedness and response efforts	We will use substitutes to help in covering class while we complete individualized PD as well as when staff members come down with Covid since not every staff member was vaccinated or if they are placed on quarantine. This will cover around 1.5 staff subs at \$125 per day	\$ 44,250	\$ -	\$ 31,250	\$ 13,000	\$ -	58-1000-115-2	Change Request-Was approved for \$31,250 in SFY 2022 at the 6/9/2021 State Board Meeting. Per narrative, The third area to address at the moment is training for teachers in behavior, how to utilize data, and how to individualize/band classes. We have found the best money spent during the pandemic was on QUALITY professional development for our staff. As we dig into the data, we need to teach our staff how this will impact lesson planning and class structure.  Finally, we will be using substitutes to help meet our professional development needs. Instead of a one-day sit-n-get, we want to use a more individual approach. Hiring a full-time sub will help us to best utilize time and space.
393-1-002-20211109	Eligible	Direct Allocation	Instruction	Staff Travel	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Professional development to address the high increase in behaviors and emotional students due to increased anxiety from COVID and the break from routine at home and school.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	58-1000-580-2	Change Request-Was approved for \$10,000 in SFY 2022 at the 6/9/2021 State Board Meeting.

393-1-003-20211109	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	As we have shifted to various learning modes during the pandemic we need to address the increased technology utilized in the classroom. This will upgrade our projectors and TVs to have the latest smart technologies since we went 1:1 with all students last Spring. As well we will upgrade our document cameras.	\$ 21,039	\$ -	\$ 15,000	\$ 6,039	\$ -	58-1000-650-2	Change Request-Was approved for \$15,000 in SFY 2022 at the 6/9/2021 State Board Meeting. Per narrative, The second area we will be utilizing is an upgrade to technology to help meet the needs of our students and teachers. We will be purchasing 23 document cameras to utilize for students at home/quarantine, upgrade to interactive projectors (5 units), TVs for our Google Chromecast and for our high school (5 units). This will help as we transition to meet the technology needs and classroom effective strategies as we have changed how the school looks on a daily basis. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
393-1-004-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We will hire 8 full time teachers and 7 paras and a bus driver to implement Camp Gorilla to address the learning loss and SEL loss during the pandemic. We will have two three week sessions, one in June one in July. It will run from 8am-2pm with transportation made available. Class will be Tue-Thurs. We are going to cap at 130 due the staff coverage. We currently have 88 students with still three weeks of targeted invitations left. There is a NEED!	\$ 87,720	\$ -	\$ 41,720	\$ 46,000	\$ -	58-1000-110-2	Change Request-Was approved for \$41,720 in SFY 2022 at the 6/9/2021 State Board Meeting. Per narrative, We have our Camp Gorilla enrollment open and have over 100 students attending 3 days a week all day long for 6 weeks during the summer. We will meet on Tues, Wed, Thur for the first three weeks of June followed by the first three full weeks in July. This will allow students to have a break yet hopefully not have the summer slide along with the loss from the pandemic. We will group them by grade bands with 25-30 in a classroom/learning area with three staff members (2 cert 1 classified).

393-1-005-20211109	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	11A. Planning and implementing summer learning or enrichment programs	Expenditures for supplies for implementation of summer camp/school.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	58-1000-680-2	Approved at 6/9/2021 State Board Meeting
393-1-006-20211109	Eligible	Direct Allocation	Support Services (Students)	Curriculum	10. Providing mental health services and supports	Social Emotional curriculum for high school to help meet the needs of our students	\$ 5,000	\$ -	\$ -	\$ 5,000	\$ -	58-2100-300-0	New Line Item. Per narrative, However, the ability to learn due to increased anxiety issues was alarming and the data proves this. We are now seeing 28 students in our mental health program with 6 others in the SIT process waiting for possible services. The need is high for regulation.

**Kansas CommonApp (2020)**

2257-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



DdABOakP

# 411\_Goessel\_ESSER II Plan\_1014

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Goessel USD 411

**Applicant / Mailing Address**

| PO Box 68  
| Goessel, KS 67053

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Amanda Lowrance

**Applicant / Email Address of Owner, CEO, or Executive Director** | lowrancea@usd411.org

**Applicant / Phone Number** | 620-367-4601

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)** | 48-0724345

**Applicant / W9 or Year-end Financial Statement (if applicable)**

[Download Form W-9](#)

PDF	<a href="#">Goessel USD 411 W9.pdf (70 KiB download)</a>
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## Application details

Full District Name	Goessel
District Number	411
Mailing Address   Street Address	PO Box 68   500 E. Main
Mailing   City	Goessel
Mailing Address   Zip Code	67114
Authorized Representative of the District   Name	Mark Crawford
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	crawfordm@usd411.org
Authorized Representative of the District   Phone Number	+16203674601
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	smithj@usd411.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

In USD 411, we saw 50% of students coming into kindergarten and first grade not knowing their letters in the alphabet. The 2nd – 5th grade students who stayed home and went completely remote last school year had distinct learning gaps. Those gaps included basic reading skills like fluency and comprehension. In math, we noticed they struggled with grade level math concepts and problem solving. This data was collected using AIMS web and also teacher observation and informal assessments. We have had an increase in student dysregulation and visits to the counselor’s office with more time spent out of class. This impact has been more pronounced for students in poverty or that have experienced other traumas in their lives.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational



Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

1. Summer School: We had 40 students attend summer school for remediation and a lack of grade level learning progress
2. Purchased and currently implementing a Social Emotional Learning (SEL) curriculum, Character Strong. All certified staff participated in three hours of training prior to school beginning. Each grade level is implementing this curriculum.
3. Retention Pay
4. We have purchased a SEL screening data and survey system ,Panorama.

5. Our Board approved a MOU to hire a Clinical Therapist and a Case Manager through Prairie View.
6. We have purchased additional chromebooks to meet the demands of remote learning and to allow students to complete class work during quarantine and other COVID related absences.

Our district theme for the 2021-22 school year is #Courage2Connect. This theme speaks to our desire to connect and engage with all students and their families on multiple levels. They must trust us to keep their children safe during in-person, pandemic learning. We must partner with them to allow us to administer a robust COVID testing platform and increase our “stay and learn” capacities. Our desire to maximize in-person learning is just one component in our trust building journey with our staff and families. Academically, we want to challenge them with rigorous grade level concepts and a college and career ready curriculum.

Administratively Thin: We have two full time administrators in the district. Our superintendent is PreK-5 Principal. Our professional staff must be fully aligned to our mission, purpose and theme for this leadership model to work. Our professional development combined with a strong shared vision is maximized when we utilize experts in the field such as ESSDACK and Prairie View. These partnerships are imperative as our skeletal crew must shoulder some Herculean tasks as we desire to continue our tradition of academic and extra-curricular excellence.

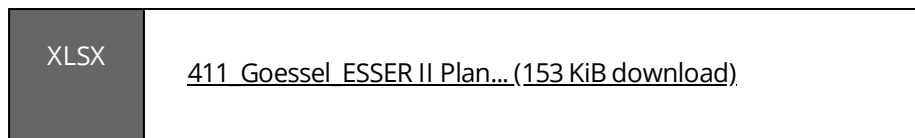
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The USD 411 teachers and administration will actively gather and interpret Panorama data and student feedback to analyze the social emotional health of students and staff. This data as well as survey data from the Kansas Communities That Care will provide insight into the overall status and health of our population. As a professional staff we will also disaggregate state assessment and Measure of Academic Progress data. We will analyze both student growth measures and also percentile rankings. Our low SES population is a concern. We will have ongoing professional collaborations around determining the specific needs for all our at-risk populations.

### Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## Local Education Agency (LEA) Assurances

### Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

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Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

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Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Joni Smith

Date | 08/31/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
411	Goessel	10/26/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
411-1-001-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher salaries to teach summer school to assist in recovering learning loss due to Covid.	\$ 12,108	\$ 2,554	\$ 9,554	\$ -	\$ -	4.2E+09	Approved at 9/14/21 State Board Meeting
411-1-002-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Para salaries to teach summer school to assist in recovering learning loss due to Covid.	\$ 737	\$ -	\$ 737	\$ -	\$ -	4.2E+09	Approved at 9/14/21 State Board Meeting
411-1-003-20211109	Eligible	Direct Allocation	Instruction	Textbooks	11A. Planning and implementing summer learning or enrichment programs	Curriculum for summer school - purchased new materials to help students that have fallen behind grade level due to the Covid pandemic.	\$ 1,164	\$ 1,164	\$ -	\$ -	\$ -	4.2E+09	Approved at 9/14/21 State Board Meeting
411-1-004-20211109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Materials and supplies for summer school, including educational field trips and rewards to assist in recovering learning loss due to Covid.	\$ 616	\$ 616	\$ -	\$ -	\$ -	4.2E+09	Approved at 9/14/21 State Board Meeting
411-1-005-20211109	Eligible	Direct Allocation	Instruction	Textbooks	11A. Planning and implementing summer learning or enrichment programs	Materials and supplies for summer school, including educational field trips and rewards to assist in recovering learning loss due to Covid.	\$ 262	\$ -	\$ 262	\$ -	\$ -	4.2E+09	New Line Item

411-1-006-20211109	Eligible	Direct Allocation	Guidance Services	Regular Non-Certified Salaries	10. Providing mental health services and supports	Contracted with local mental health hospital to provide additional support for our students if needed due to the stress of Covid. This cost will cover one month of those services that include access to a Clinical Therapist and a Case Manager through Prairieview.	\$ 1,548	\$ -	\$ 1,548	\$ -	\$ -	4.2E+09	New Line Item
411-1-007-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	One time stipend (Retention Pay) paid to full time and part time staff. \$700 for full time and \$400 for part time. Must have been employed January 15, 2021 and still be employed for the 2021-2022 school year.	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	4.2E+09	New Line Item
411-1-008-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	One time stipend (Retention Pay) paid to full time and part time staff. \$700 for full time and \$400 for part time. Must have been employed January 15, 2021 and still be employed for the 2021-2022 school year.	\$ 17,500	\$ -	\$ 17,500	\$ -	\$ -	4.2E+09	New Line Item
411-1-009-20211109	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	Purchase of 7 units to clean air in classrooms to help reduce the risk of Covid transmission and exposure. Each of these 7 units will be placed in classrooms with the most students and the cafeteria where social distancing is most difficult due to space.	\$ 14,679	\$ -	\$ 14,679	\$ -	\$ -	4.2E+09	New Line Item. Allowable if CDC guidelines are met
411-1-010-20211109	Eligible	Direct Allocation	Guidance Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Nurse hired to help with illness and contract tracing in when we had Covid cases. August - October payroll	\$ 10,461	\$ -	\$ 10,461	\$ -	\$ -	4.2E+09	New Line Item
411-1-011-20211109	Eligible	Direct Allocation	Guidance Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Nurse hired to help with illness and contract tracing in when we had Covid cases. November	\$ 3,487	\$ -	\$ 3,487	\$ -	\$ -	4.2E+09	New Line Item
411-1-012-20211109	Eligible	Direct Allocation	Guidance Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Nurse hired to help with illness and contract tracing in when we had Covid cases. December	\$ 3,487	\$ -	\$ 3,487	\$ -	\$ -	4.2E+09	New Line Item

411-1-013-20211109	Eligible	Direct Allocation	Guidance Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Nurse hired to help with illness and contract tracing in when we had Covid cases. January	\$ 1,031	\$ -	\$ 1,031	\$ -	\$ -	4.2E+09	New Line Item
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**Kansas CommonApp (2020)**

2218-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



BvzWPpMB

# USD503\_Parsons\_ESSERII\_Chan

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## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 503

**Applicant / Mailing Address**

2900 Southern Ave  
PO Box 1056  
Parsons, KS 67357

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Lori A. Ray

**Applicant / Email Address of Owner, CEO, or Executive Director** | lray@vikingnet.net

**Applicant / Phone Number** | 6204215950

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)** | Tonya Phillips

**Fiscal Agent / Email (if applicable)** | tphillips@vikingnet.net

**Fiscal Agent / Mailing Address (if applicable)**

2900 Southern Ave  
PO Box 1056  
Parsons, KS 67357

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## Application details

Full District Name	Parsons District Schools
District Number	503
Mailing Address   Street Address	2900 Southern Ave
Mailing   City	Parsons
Mailing Address   Zip Code	67357-4652
Authorized Representative of the District   Name	Lori Ray
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	lray@vikingnet.net
Authorized Representative of the District   Phone Number	+16204215950
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	tphillips@vikingnet.net
Other District Representative 2   Email Address	jpegues@vikingnet.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Covid-19 continues to have a direct and significant impact on the 1300 Prek-12 students in USD 503. School building closures during the spring 2020 and the significant numbers of quarantined students and remote learners during 20-21 resulted in both academic & emotional learning loss for students. The school closures and quarantines clearly illustrated the disparity of resources our families had within their own homes to manage during a pandemic. Over 70% of our students are eligible for a free or reduced meal district wide and necessities became the focus for many families during this time. The district has focused on helping to provide the necessities but also equal access to technology and instruction. Current quarantining protocols and families that have chosen to homeschool or participate in virtual learning continues to compound the learning loss in both academics and social emotional areas. Our current students' Fastbridge, MAP and DIBELS assessment data continues to show a gap between expected levels of

performance and achievement for our students. Our intervention groups are larger based on need. Continuing to implement our after-school programs, summer school programs and high-quality tier 2 and tier 3 interventions, at all levels K-12, will improve our achievement data and student outcomes. However, we recognize that the gap continues to exist and without these intentional and additional measures the gap will continue to grow.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 503 will use ESSER II funds in a variety of ways to support the academic, social emotional and physical needs of all students. We will continue to:

- Provide summer school/credit recovery and enrichment opportunities for grades K-12.
- Provide after school programs to remediate learning loss caused by the pandemic and summer months.
- Employ additional interventionists to provide explicit instruction in our building's grades 2-12 based on student achievement data.
- Employ an additional elementary teacher to reduce class size.
- Use Fastbridge to screen students and allow for specific instruction based on individual needs.
- Use Panorama to track academic and SEL data and provide SEL screeners.
- Employ a behavior aide to help students regulate behavior.
- Employ three full-time substitute teachers to provide stability in instruction and safety protocols/procedures.
- Provide a virtual program partnership to meet student learning needs.
- Employ three nurse aides hired due to the pandemic to provide necessary health related support. (Contact tracing, reinforcing safety protocols etc.)
- Improve the health and safety of students and staff by installing properly working windows at Garfield, district office and the technology building. New windows will allow us to meet the outside air flow and ventilation requirements which will reduce the strain and extend the life of the current buildings' HVAC systems.
- Employ an additional IT staff to support the additional technology devices and Wi-Fi access for students and staff due to Covid.

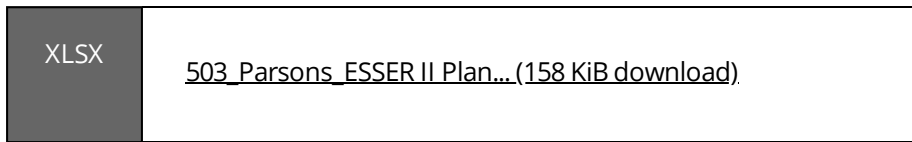
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will use a variety of data to determine both the academic & social emotional impact the ESSER II funds have on our students. Academic and social emotional data analyzed by teachers, administrators and instructional coaches will include DIBELS, MAP, Fastbridge, formative and summative local and state assessments, behavior reports, attendance rates, graduation rates in addition to our social emotional screeners in Panorama. Collecting the data in Panorama will make it easier to identify the impact on students throughout all domains. To maximize student growth and success, our instruction and interventions will adjust accordingly based on student data at regular progress monitoring intervals throughout the school year.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:  
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]  
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and

requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Lori Ann Ray

Date | 10/08/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.



USD	District Name	Data as of
503	Parsons	10/26/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
503-1-001-20211109	Eligible	Direct Allocation	Nursing Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST: Contracted nurse aides to provide health related support including contract tracing, reinforcing safety protocols	\$ 225,000	\$ -	\$110,000	\$ 115,000	\$ -	95750	Change Request- Was approved for \$110,000 in SFY 2022 at 9/10/2021 State Board. Common App: 3 nurses aides; As per applicant request (via telephone): Object Code was changed from 130 to 120
503-1-002-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST: Continue to employ three full-time substitute teachers to provide stability in instruction and safety protocols/procedures	\$ 189,000	\$ -	\$ 62,000	\$ 63,000	\$ 64,000	95760	Change Request- Was approved for \$62,000 in SFY 2022 at 9/10/2021 State Board
503-1-003-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: Employ additional interventionists and an instructional coach at the secondary level as a result of year end academic data showing large gaps in core subjects, adding a new 5th grade teaching position as a result of significant learning loss in the incoming class	\$ 444,920	\$ -	\$170,000	\$ 175,000	\$ 99,920	95760	Change Request- Was approved for \$170,000 in SFY 2022 at 9/10/2021 State Board. How many interventionists; Applicant responded via email: 3 full time certified teachers will be added as a result of student learning loss due to Covid-19. *Guthridge 5th grade *MS (1/2 time instructional coach, 1/2 time interventionist) & HS interventionist

503-1-004-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	10. Providing mental health services and supports	CHANGE REQUEST: Addition of a behavior room aide to address student SEL needs	\$ 61,500	\$ -	\$ 20,000	\$ 20,500	\$ 21,000	95780	Change Request- Was approved for \$20,000 in SFY 2022 at 9/10/2021 State Board. How related to COVID-19; Applicant responded via email: Student dysregulation increased significantly after the return to school in the fall. The screeners that students and staff completed showed an increase in internalizing and externalizing behaviors since the fall of 2019. These behaviors and dysregulation are a result of the social and emotional learning losses due to Covid-19. This classified position will help elementary students self-regulate their behavior in order to be successful in the regular classroom. This is for a para.
503-1-005-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	CHANGE REQUEST: Employ additional aides to expand our Title I services	\$ 123,000	\$ -	\$ 40,000	\$ 41,000	\$ 42,000	95780	Change Request-Was approved for \$40,000 in SFY 2022 at 9/10/2021 State Board. How many positions; Applicant responded via email: Student learning loss requires 2 additional full time classified aides to provide additional Tier 2 and Tier 3 interventions.
503-1-006-20211109	Eligible	Direct Allocation	Instruction-Related Technology	Regular Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST: Employ an additional IT staff member due to the pandemic related purchases of additional student devices, wi-fi, and related items	\$ 93,000	\$ -	\$ 30,000	\$ 31,000	\$ 32,000	95770	Change Request-Was approved for \$30,000 in SFY 2022 at 9/10/2021 State Board.

503-1-007-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: Certified teachers for summer school/credit recovery and enrichment opportunities for grades K-12	\$ 161,500	\$ 38,000	\$ 40,500	\$ 41,000	\$ 42,000	95760	Change Request-Was approved for \$37,000 in SFY 2021 at 9/10/2021 State Board. How many teachers, anticipated number of students and program duration; Applicant responded via email: Summer programs: Approx., 200 students K-12, 25 certified teachers for academic content, 5 classified staff & 10 certified teachers for HS workshops (SEL) K-8, June 1-30, AM- Academic content based on data, small group explicit instruction Grades 9-12 June 1- July 30, AM- credit recovery, academic instruction in small groups. PM- a variety of engaging workshops of interest to help reconnect & strengthen relationships between HS students, teachers, staff and the school.
503-1-008-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: Employ aides to support instruction for summer school/credit recovery and enrichment opportunities for grades K-12	\$ 38,500	\$ 8,500	\$ 9,000	\$ 10,000	\$ 11,000	95780	Change Request-Was approved for \$8,000 in SFY 2021 at 9/10/2021 State Board
503-1-009-20211109	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: Provide transportation for students to and from summer school/credit recovery and enrichment opportunities for grades K-12	\$ 38,000	\$ 8,000	\$ 9,000	\$ 10,000	\$ 11,000	95790	Change Request- Was approved for \$8,000 in SFY 2021 at 9/10/2021 State Board
503-1-010-20211109	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: Instructional supplies and field trip tickets for summer school/credit recovery and enrichment opportunities for grades K-12	\$ 11,500	\$ 2,500	\$ 2,750	\$ 3,000	\$ 3,250	95840	Change Request- Was approved for \$2,500 in SFY 2021. at 9/10/2021 State Board
503-1-011-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST: Employ certified staff at all buildings for after school programs to remediate learning loss caused by the pandemic and summer months.	\$ 108,000	\$ -	\$ 35,000	\$ 36,000	\$ 37,000	95760	Change Request- Was approved for \$35,000 in SFY 2022 at 9/10/2021 State Board. Anticipated number of teachers; Applicant responded via email: Afterschool is available, 1 hour a day, 4 days a week during the school year in each of our five school buildings. The major program component is academic support and small group instruction.

503-1-012-20211109	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST: Provide transportation from after school programs implemented as a result of pandemic learning loss	\$ 51,000	\$ -	\$ 16,000	\$ 17,000	\$ 18,000	95790	Change Request- Was approved for \$16,000 in SFY 2022 at 9/10/2021 State Board.
503-1-013-20211109	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	CHANGE REQUEST: Replacement and installation of inoperable windows at Lincoln Elementary, which have been unable to be opened to allow for fresh air, which causes a strain on the HVAC ventilation system and impedes health measures related to Covid 19.	\$ 32,000	\$ -	\$ 32,000	\$ -	\$ -	95820	Change Request-Was approved for \$14,500 in SFY 2022 at 9/10/2021 State Board.
503-1-014-20211109	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	CHANGE REQUEST : Replacement and installation of inoperable windows at Guthridge Elementary, which have been unable to be opened to allow for fresh air, which causes a strain on the HVAC ventilation system and impedes health measures related to Covid 19.	\$ 25,000	\$ 16,500	\$ 8,500	\$ -	\$ -	95820	Change Request-Was approved for \$16,500 in SFY 2021 at 9/10/2021 State Board.
503-1-015-20211109	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase additional technology devices as a result of the extreme poverty in this area . 74% of our students are eligible for free or reduced meals which puts the burden on our district to provide devices and related connectivity and supplies	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	95880	Approved at 8/10/2021 State Board Meeting. How many devices and information COVID-19 related; Applicant responded via email: The purchase of 200 Chromebooks for students in our 4th & 5th grade building will ensure that every student has equal access to a functioning device during the day and also after school for learning loss remediation due to Covid-19. Our teachers all use Google Classroom which is easy to access on a Chromebook. The devices will also be used if the need arises to quarantine or develop other learning plans based on the pandemic.

503-1-016-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Installation of wi-fi in our busses for students to have access to internet.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	95890	Approved at 8/10/2021 State Board Meeting. Information COVID-19 related; Applicant responded via email: Our buses act as mobile hotspots for students throughout our community. Students are able to go to different parking lots, park and get free WIFI in order to access teachers, homework and materials without ever leaving their car. (The district has small mobile hotspots for student check out but Covid-19 increased the demand for WIFI beyond those devices. This also allows us to park a bus where there is a larger student need- i.e. apartment complexes. This WIFI ensures that all students have connectivity.
503-1-017-20211109	Eligible	Direct Allocation	Instruction	LEA Payments to COOPs/Interlocals	2. Coordination of COVID-19 preparedness and response efforts	Expanded virtual program partnership to meet student learning needs.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	95810	Approved at 8/10/2021 State Board Meeting. Related to COVID-19; Applicant responded via email: We have had a virtual program for students grades 9-12 in the past. In order to provide high quality virtual instruction to students that need it due to Covid-19 we plan to increase the program to include students in grades 1-12. This additional cost is tied directly to Covid-19.
503-1-018-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: Purchase of Fastbridge to screen students and allow for specific instruction based on individual needs	\$ 36,000	\$ -	\$ 11,500	\$ 12,000	\$12,500	95800	Change Request-Was approved for \$11,500 in SFY 2022 at 9/10/2021 State Board
503-1-019-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: Purchase of Panorama for use in tracking academic and social emotional data. Contains social emotional screeners	\$ 54,000	\$ -	\$ 18,000	\$ 18,000	\$18,000	95800	Change Request-Was approved for \$18,000 in SFY 2022

503-1-020-20211109	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	NEW ITEM: Replacement and installation of inoperable windows at Garfield Elementary, which have been unable to be opened to allow for fresh air, which causes a strain on the HVAC system and impedes health measures related to Covid 19.	\$ 72,136	\$ -	\$ 72,136	\$ -	\$ -	95820	New Line Item. This is a capital improvement and requires the necessary paperwork.
503-1-021-20211109	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	NEW ITEM: Replacement and installation of inoperable windows at the district office, which have been unable to be opened to allow for fresh air, which causes a strain on the HVAC system and impedes health measures related to Covid 19.	\$ 29,501	\$ -	\$ 29,501	\$ -	\$ -	95820	New Line Item. This is a capital improvement and requires the necessary paperwork.
503-1-022-20211109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	NEW ITEM: Premium retention payment to staff (approximately 115 staff \$500 each) for additional risks and duties that are associated with Covid 19, including exposure to Covid-19 positive students and staff, during both regular and supplemental school hours. Payment is made to staff members who maintain employment, likely increasing employee retention during the unstable employment situation caused by the pandemic.	\$ 57,500	\$ -	\$ 57,500	\$ -	\$ -	95760	New Line Item; payment information requested; Response from Applicant via email: December 01, 2021 anticipated payment date

503-1-023-20211109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	NEW ITEM: Premium retention payment to staff (approximately 160 staff \$500 each) for additional risks and duties that are associated with Covid 19, including exposure to Covid-19 positive students and staff, during both regular and supplemental school hours. Payment is made to staff members who maintain employment, likely increasing employee retention during the unstable employment situation caused by the pandemic.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	95780	New Line Item; payment information requested; Response from Applicant via email: December 01, 2021 anticipated payment date
503-1-024-20211109	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	NEW ITEM: Replacement and installation of inoperable windows at the technology building, which have been unable to be opened to allow for fresh air, which causes a strain on the HVAC system and impedes health measures related to Covid 19.	\$ 25,030	\$ -	\$ 25,030	\$ -	\$ -	95820	New Line Item. This is a capital improvement and requires the necessary paperwork.

**Kansas CommonApp (2020)**

2158-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



rvvnemgr

# 506\_Labette County\_ESSER Expenditure Reporting (copy)

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Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 506 Labette County Schools
<b>Applicant / Mailing Address</b>	
	401 S. High School Street
	P.O. Box 189
	Altamont Ks. 67330
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Dr. John Wyrick
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	jwyrick@usd506.org
<b>Applicant / Phone Number</b>	620-784-5326

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

<b>Applicant / Federal EIN (if applicable)</b>	480724846
<b>Applicant / Website Address (if applicable)</b>	www.usd506.org



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## Application details

Full District Name | Labette County Public Schools

District Number | 506

Mailing Address | Street Address | 401 S. High School Street

Mailing | City | Altamont

Mailing Address | Zip Code | 67332

Authorized Representative of the District | Name | John Wyrick

Authorized Representative of the District | Position or Title | Superintendent of Schools

Authorized Representative of the District | Email Address | jwyrick@usd506.org

Authorized Representative of the District | Phone Number | +16207845326

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 negative impact of COVID-19 on our school district can be observed across many spectrums. Particularly, mandatory inperson shut down of schools with the replacement of full remote learning during the months of March through May of 2020.

This shutdown from in-person to remote learning was negatively impactful on student achievement/progress (learning loss) as was determined through various testing batteries. Among the most negatively impacted populations were our elementary grade level students and our at-risk students in grades PreK - 12. As a district, we had to invest a larger amount of money for PPE's, COVID-19 protocol resources, technology to provide remote learning opportunities for students, increase in staff payroll, additional cost in providing air quality in old buildings, and various "other" COVID-19 related expenses.

Although our district has provided in-person instruction since the beginning of the current 2020-21 school year, we also provided full-time remote learning options for approximately 9% of our Prek-8 students, 22% of hs, and have provided temporary remote learning for students who were quarantined from school due to COVID-19 exposure.

To date, our district has had 1,223 students in COVID-19 isolation (123 tested positive, 1,100 quarantined), or 76% of the student enrollment headcount. In addition, we had 88 staff members in COVID-19 isolation ( 35 tested positive, 53 quarantined), or 45% of our staff headcount. As a result, this has negatively impacted the academic and social/emotional success of o

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

**Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 506 will utilize ESSER II funds to offset the negative impact of the hardships caused by the COVID-19 pandemic and address future needs that will comply with the federally authorized uses of ESSER II funds. At this point, our district is

requesting approval of 100% of our \$1,298,287.00 allocation.

Below is the breakdown of our proposed ESSER II budget, the authorized use number for justification, and the requested dollar percentage of requested allocation.

9. Purchasing educational technology for the LEA's students: Student Devices- (35%)
10. Purchasing educational technology for the LEA's students: Communication Tools- (1.8%)
11. Purchasing educational technology for the LEA's students: Improve Network- (0.0092%)
12. Addressing learning loss among students, including vulnerable populations- (3.7%)
13. Planning for and coordinating during long-term closures- (0.0036)
14. Purchasing educational technology for the LEA's students- (0.0058%)
15. Improve indoor air quality in school facilities- (43%)
16. Coordination of COVID-19 preparedness and response efforts: School Nurse- (11%)
17. Purchasing educational technology for the LEA's students- (3.6%)

We are requesting the largest percentage of our ESSER II funds for technology. This will allow us to provide better remote learning opportunities for staff/students/parents, allow better social distancing of students on our campus, provide better learning opportunities for students, provide additional technology staff to implement the technology, and replace equipment damaged when students took devices home during mandated quarantines and school closings.

We are allocating the second-largest percentage for our ESSER II funds to address indoor air quality to help prevent the spread of COVID and enhance the overall air quality in our high school.

Our remaining ESSER II funds will address health services, student learning loss, the purchase of learning software Our proposal to use ESSER II funding involved input from all staff in the district and the USD 506 Board of Education.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

**Educational Technology:** The impact will be determined if our technology acquisitions allow for better connectivity for remote learners, better utilization of instruction for proper student spacing, and allows us to provide better devices for remote services and instructional resources impacted by COVID. Access to online curriculum, digital textbooks, and digital media during Audio Visual Equipment: The impact is comprehension and retention due to Covid related learning loss. Media used in the classroom gives the teachers the ability to enhance lessons. Ability to hear and interact with remote and in-person students. Help Desk and knowledge base software: We will use the analytics in our ticketing system to determine parent and family support needs.

**Indoor Air Quality:** Replacing the registers and Loop System will allow for better ventilation and air filtration. The current registers don't have proper filtration mechanics. The new units will come with variable speed fans and 2-inch filters.

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### **Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and

Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | John Wyrick

Date | 09/28/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
506	Labette County	10/26/2021

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
506-1-001-20211109	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks/l-Pads/Laptops/Desktops - Maintaining a Chromebook or student device for every student ensures they are given the same opportunity for learning and enhancing their education. Having devices on hand to check out to students in the event they have to quarantine enables them to continue to learn. They can use these devices to stay connected to their teacher and classmates via email, video conferencing and other platforms. It prevents learning loss by allowing students to continue their education even if their environment changes. Covid has taught us that we are more dependent now than ever before on utilizing technology. Devices are not just a small part of enhancing education but rather essential tools for teachers and students. Our students did not have the opportunity to participate in work-based learning situations and therefore the district will utilize the new equipment to provide learning opportunities that are no longer available in our communities due to Covid-19. Change	\$ 437,000	\$ -	\$137,000	\$ 150,000	\$ 150,000	7	Change Request-Wa s approved for \$150,000 for SFY 2022, 2023, and 2024. Number of devises requested: Applicant responded via email (5/20/21): USD 506 will purchase 1,125 student devices starting in Fiscal Year 2022 and through the Fiscal Year 2024; through the pandemic, our staff and administrators have been introduced to other sources of digital applications that are not best supported by Chromebooks. We have found that other devices, such as lpads and MacBooks better support these applications that are used to close the learning gap (loss) our students have encountered due to not being in the classroom on a daily basis.



506-1-002-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	VOIP System - Voip phones allow easy communication between classrooms and buildings. We have five grade schools and a highschool spread out over rural areas where not all students have access to high speed internet. There have been occasions where our students have had to call in to participate with remote learning due to lack of internet access. Teachers have had to use their personal cell phones to have calls with students. These voip phones would equip classrooms with phone systems that allow students and staff to communicate. The district explored other options as means to provide educational opportunities for students such as hotspots and cell phones but at the end of our research the voip system was the best option to provide communication in conjunction with other methods in place in the district. Change	\$ 37,000	\$ -	\$ 37,000	\$ -	\$ -	7	Change Requet- Was approved for \$24,000 in SFY 2022. Number of devises requested; Applicant responded via email: USD 506 will equip each teacher's classroom with an updated phone system. We are looking at purchasing approximately 105 phones. To improve parent and teacher communication. The need for communication increased during the pandemic.
506-1-003-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Networking Harware and components - Improvements to our networking infrastructure will include adding/replacing network switches, adding more access points, adding networking components capable of faster speeds, and running new ethernet drops . All of this will contribute to a stronger and faster network that will support remote learning initiatives and allow students and teachers to stay connected reliably even if the student has to quarantine or learn from home.	\$ 11,979	\$ -	\$ 11,979	\$ -	\$ -	7	Approved at 6/9/2021 State Board Meeting.

506-1-004-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	Powerschool SIS- Using student information system to track attendance and increase engagement of virtual and/or remote students. While one-way messages have been so important in sharing information, our tracking of students would not have been possible without the ability to get responses from parents. This has been an important aspect of our reopening protocol and essential to slowing and stopping the spread of the virus. Powerschool allowed our district personnel a way to track student attendance and communicate with parents about their well-being in realtime.	\$ 47,427	\$ 15,007	\$ 15,210	\$ 17,210	\$ -	7	Approved at 6/9/2021 State Board Meeting. New or pre-existing system; Applicant responded via email: Our district is utilizing new features that are available on Powerschool to meet the needs our students are facing due to Covid-19.  For example, we realized that there are different options for coding student data as it pertains to health-related issues that were used for the first time during this school year.  Also, the student and family portal was promoted and used more this year than in previous years. Our administration and staff knew that we had to improve student accountability and help teachers communicate with the right people in less time with convenient access to grades, progress, and responsibilities. Our technology department made a more concerted effort to work with staff to promote and utilize the PowerSchool Mobile app and the online parent and student portal.
506-1-005-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Software	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Utilize learning management tools to provide online curriculum, communication, and online learning environment SOCS (Simplified Online Communication System). Allow students and families a way to utilize online tools to have two-way communication with the teacher and building(s) during times school is not in session. With the coronavirus, real-time communication has been critical to keep both staff and parents informed about evolving protocols and any cases of the virus in a school, along with basic information about other important happenings, like when grades will be released, changes to school routines, and other important protocols related to learning.	\$ 4,678	\$ 4,678	\$ -	\$ -	\$ -	7	Approved at 6/9/2021 State Board Meeting. New or pre-existing system: Applicant responded via email: Some of the features our staff, students, and patrons used during this time included the use of widgets, paperless forms, surveys/polls, social media feeds, and as a place to host links to learning platforms used by students when they are not in the physical building. g these unprecedented times. □

506-1-006-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Illuminate: Fastbridge Testing will enable and equip our district and staff by providing them with the tools for supporting students in the implementation of COVID-19 response for academic and SEL challenges we have faced and will continue to face during these unprecedented times.	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	7	Approved at 6/9/2021 State Board Meeting.
506-1-007-20211109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Heating and Cooling System	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Update and Replace HVAC System- Purchase HVAC registers and replace the Loop System at the campus of Labette County High School. The current registers and Loop System were installed when the administration building was built in the mid-1950s. Replacing the registers and Loop System will allow for better ventilation and air filtration. The current registers don't have proper filtration mechanics. The new units will come with variable speed fans and 2-inch filters. Several studies have shown that by doing what we have identified will improving air quality in our buildings by significantly changing heating, ventilation, and air-conditioning (HVAC) systems or by making physical changes to manage indoor airflows. Our buildings were built with old or inflexible systems, our technicians have recommended for us to upgrade our HVAC hardware to include: replacing fixed-speed fan motors with variable-speed ones to enhance the control of airflow and allow for a minimum setting that produces lower speed airflow introducing sophisticated airflow-control systems, such as those that are sensitive to pressure, to allow for smoother adjustment of airflows.	\$ 562,500	\$ 337,500	\$225,000	\$ -	\$ -	7	Approved at 6/9/2021 State Board Meeting. Allowable if CDC guidelines are met.

506-1-008-20211109	Eligible	Direct Allocation	Nursing Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Labette County Health and CHCSEK Nursing Services- Our district contracted with both entities to provide additional nursing services to our district during this past school year. We plan on continuing these services during the upcoming school years. School nurses played an important role in supporting student health and success. Our school nurses and other healthcare personnel played an important role in the reopening of USD 506 schools and keeping them open during the COVID-19 pandemic. One of the biggest changes for school nurses in the past year has been the amount of time they spent consulting with and educating families by phone instead of the traditional hands-on time taking care of children. Some of their time was spent finding out which students were absent because of symptoms, which had been tested, who was in quarantine because of close contact, and more.	\$ 143,403	\$ 30,126	\$ 45,000	\$ 45,000	\$ 23,277	7	Approved at 6/9/2021 State Board Meeting
506-1-009-20211109	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	GoGuardian software gives teachers the ability to have better control over their classroom. They can ensure students are on task, communicate with students, and have insight into what students are accessing during class time. Additionally, they can communicate with students through the program which is especially important for remote learning. This software also allows us to enact filters that ensure our students are utilizing the internet responsibly. It also allows us to track our Chromebooks which is essential as we are assigning them to students and students are taking them home to work remotely.	\$ 46,800	\$ 15,600	\$ 15,600	\$ 15,600	\$ -	7	Approved at 6/9/2021 State Board Meeting.