



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

## April 6<sup>th</sup> Task Force Meeting Pre-Read Materials

Dear Task Force members,

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

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

As a reminder, we will review applications and requests deemed eligible at a summary level in the meeting. 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 Wednesday, April 5<sup>th</sup>, at 4:00 p.m. so information for the district in question can be included in the presentation materials.

Reminder

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

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

# MINUTES



## Commissioner's Task Force on ESSER (II, and III) and EANS (I, and II) Distribution of Money – March 10, 2023

### Call to Order

Vice Chairman Thomas called the meeting of the Commissioner's Task Force to order at 3:00 p.m. on Friday, March 10, 2023.

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

### Approval of Agenda

Frank Harwood made a motion to approve the agenda as presented for the March 10 meeting and TinaRae Scott seconded it. Motion carried (9-0).

**MOTION**  
(00:08:08)

### Attendance

The following Task Force members attended by video conference:

Adam Thomas	Cathy Hopkins
Simeon Russell	Lisa Peters
Roberta Lewis	TinaRae Scott
Jamie Rumford	Frank Harwood
Melissa Rooker	

### Approval of February 10 Minutes

Frank Harwood made a motion to approve the February 10 minutes and Jamie Rumford seconded it. Motion carried (9-0).

**MOTION**  
(00:08:54)

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

Doug Boline started the meeting off by stating that there are 6 ESSER II change requests being reviewed in today's meeting and if approved, the change requests will be recommended to the State Board of Education for approval on Tuesday, March 14. The ESSER II change requests consist of 147 individual budgeted expenditures totaling a value of \$2.9 million (eligible net change is \$733,135).

(00:09:43)

### Vote to Recommend the ESSER II Change Requests Slate to Kansas State Board of Education

Bert Lewis made a motion to approve the ESSER II change request as presented. Frank Harwood seconded it. Motion carried (9-0).

**MOTION**  
(00:12:00)

### ESSER III: Summary & Discussion of Request Deemed Eligible by KSDE

Doug Boline mentioned that the 34 districts represented in today's ESSER III application batch have requested \$31.4 million (for eligible expenditures): which is 84% of their total allocation. The average eligible expenditures (requested) per district (for this specific batch) range from

(00:13:00)

\$17,000 to \$4,113,464; average amount per district is \$923,161. The eligible planned expenditures (for this batch) per student range from \$48 to \$4,989; average amount is \$960.

### **ESSER III: Discussion of Request Deemed Ineligible by KSDE**

The KSDE review team deemed four requests as ineligible. All of the requests were submitted by USD 364 Marysville. Three of the requests were for additional pay for the superintendent, to complete duties for their position, which is deemed not allowable under Uniform Grant Guidance (2 CFR 200). The last request was for 33 cameras for their buses, which was deemed not reasonable for the use of ESSER funds (this decision is reflective of the narrative the district provided for each request).

(00:15:31)

### **ESSER III: Discussion of Change Requests Deemed Eligible by KSDE**

The eligible expenditures for the 15 ESSER III change requests totaled to \$66,773,369 (cumulative). The net change for the eligible requests total to \$14,603,442. Specific details regarding the batch of change requests can be found on the Commissioner's Task Force webpage located here - [Commissioner's Task Force \(ksde.org\)](https://ksde.org).

(00:19:43)

### **ESSER III: Discussion of Change Requests Deemed Ineligible by KSDE**

The KSDE review team deemed one request as ineligible, which was submitted by USD 420 Osage City. USD 420 Osage City's specific request was for pairing camera surveillance, access control, air quality sensors, and the Avigilon control center. The KSDE review team did not believe this was an allowable use of ESSER funds (this decision is reflective of the narrative the district provided for each request).

(00:21:32)

### **Vote to Recommend the ESSER III Change Requests and Applications to the Kansas State Board of Education**

Melissa Rooker made a motion to approve the ESSER III change requests and applications. Frank Harwood seconded it. Motion carried (8-1).

**MOTION**  
(00:23:00)

### **Adjournment**

Vice Chairman Thomas adjourned the meeting at 3:20 p.m. The next meeting will occur on Thursday, April 6, 2023 at 3:00 p.m.



# Commissioner's K-12 Relief Funds Task Force

**Task Force Meeting**  
**April 6<sup>th</sup>, 2023**



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STATE DEPARTMENT OF  
**EDUCATION**  
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## ESSER II: Change Application Status Update

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## ESSER II status update

### 9 ESSER II change plans are projected to be reviewed in the current slate.

- 9 ESSER II change applications from districts representing 56,344 students<sup>1</sup>
- 580 individual budgeted expenditures totaling a value of \$83.2M are considered eligible expenditures.

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.



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



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## ESSER II Change Request Summary


District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
113	Prairie Hills	\$508,605	\$502,785	\$508,605	\$5,819	Premium Pay
224	Clifton-Clyde	\$180,416	\$180,416	\$180,416	\$0	Technology (Chromebooks)
259	Wichita	\$75,503,105	\$75,385,861	\$75,503,105	\$117,244	Premium Pay

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## ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
286	Chautauqua Co Community	\$404,121	\$353,235	\$404,121	\$50,886	Premium Pay
395	LaCrosse	\$223,604	\$193,254	\$223,604	\$30,350	HVAC
401	Chase-Raymond	\$197,729	\$176,729	\$197,729	\$21,000	Curriculum and Chromebooks

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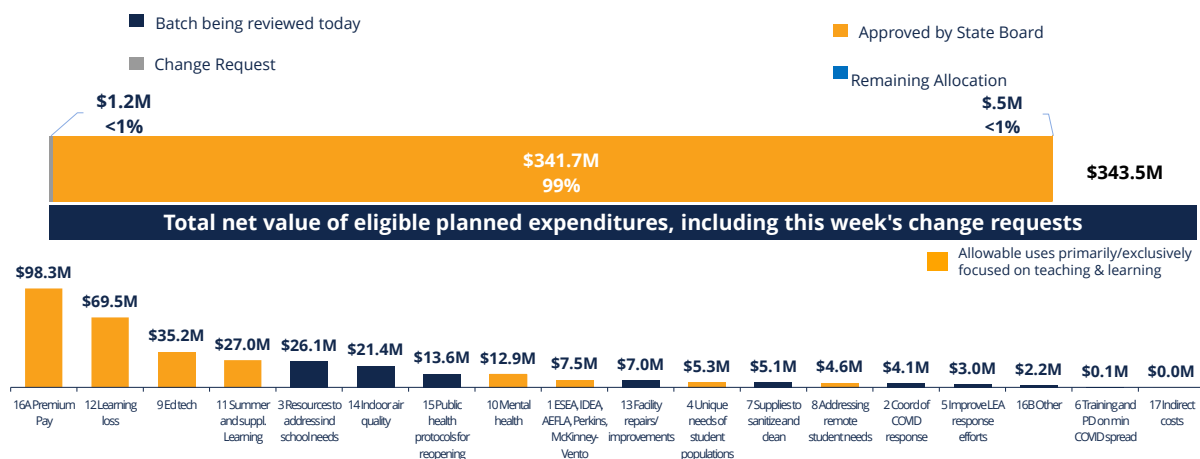
6

## ESSER II Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
419	Canton-Galva	\$142,792	\$142,792	\$142,792	\$0	Substitute Teacher
457	Garden City	\$5,430,672	\$4,447,385	\$5,430,672	\$983,287	Retention Pay
464	Tonganoxie	\$627,330	\$616,701	\$627,330	\$10,629	Curriculum and Nurse
<b>Total</b>		<b>\$83,218,374</b>	<b>\$81,999,158</b>	<b>\$83,218,374</b>	<b>\$1,219,216</b>	

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## ESSER II Change Request Summary Allowable Use



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

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**Vote** to recommend the slate of ESSER II requests

**Scope:**  
- 9 ESSER II change request



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



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### ESSER III status update

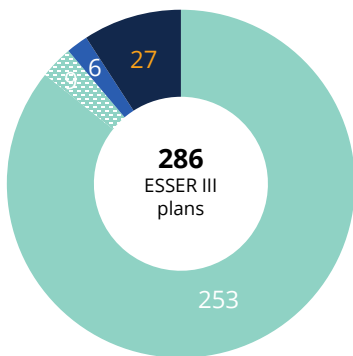
#### **6 ESSER III plans projected to be reviewed in the current slate. 9 ESSER III change plans to be reviewed in the current slate.**

- 6 districts submitted ESSER III plans representing 8,230 students.
- 253 individual budgeted expenditures totaling a value of \$13.3M are considered eligible expenditures.
- 9 districts submitted ESSER III change plans representing 14,563 students.
- 311 individual budgeted expenditures totaling a value of \$22.2M are considered eligible expenditures.



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# ESSER III Update | Overview



States of plans fully approved by State Board

253 plans

\$688.5M

Batch of change request plans being reviewed today

9 plans

\$22.2M

Batch of plans being reviewed today

6 plans

\$13.3M

Plans that have not yet been submitted

0 plan

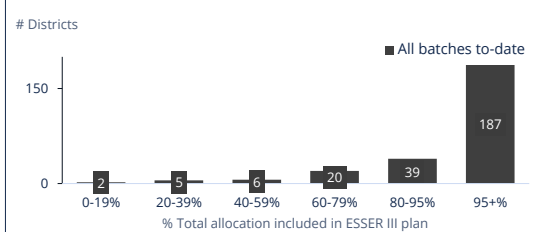
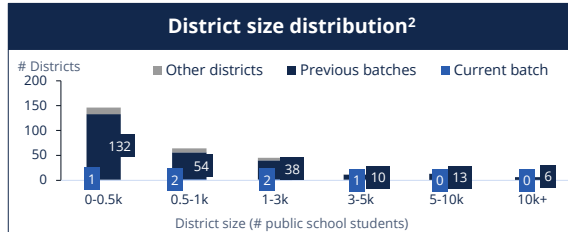
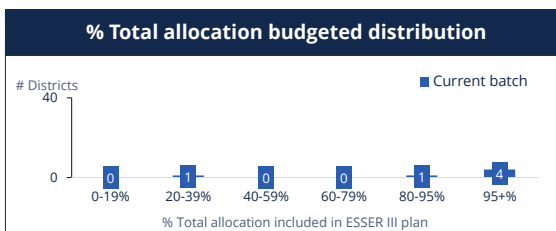
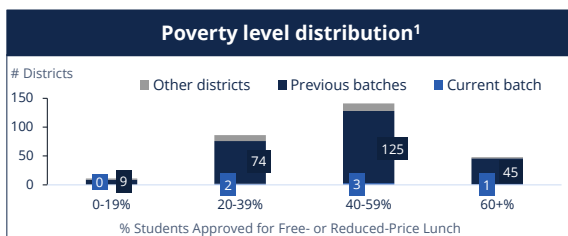
Plans that are under KSDE review

27 plans



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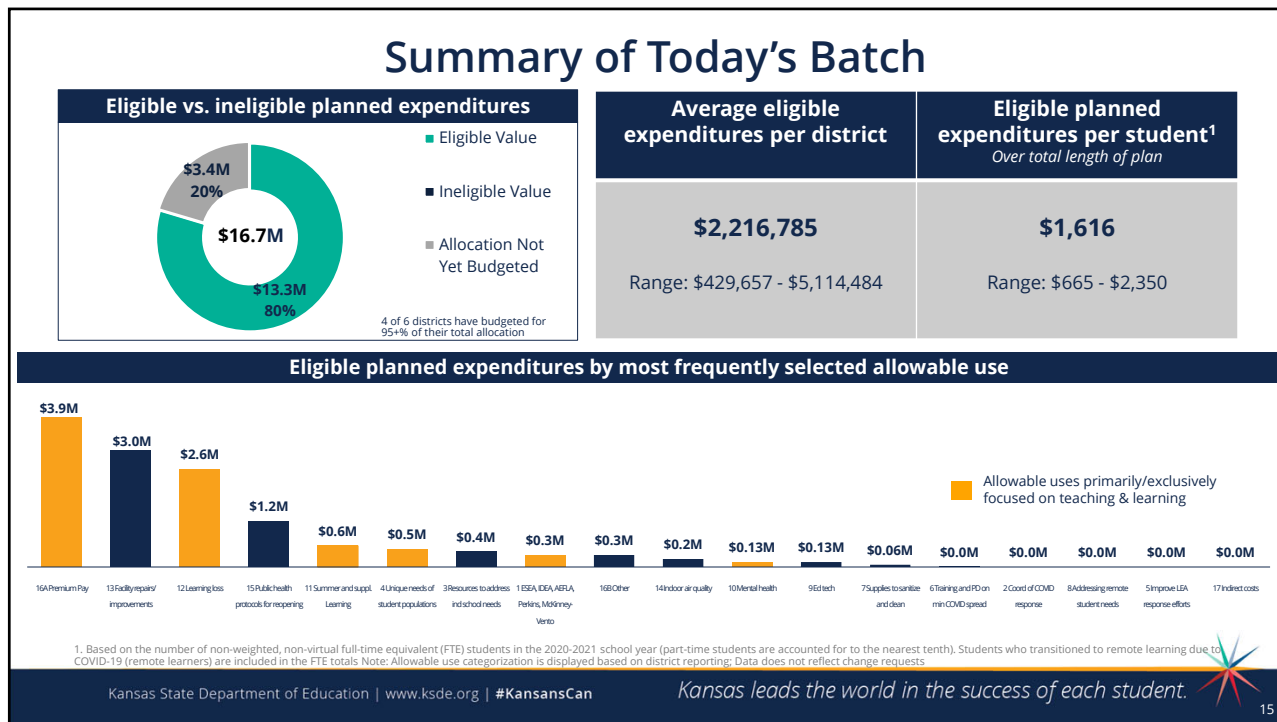
# Program Summary | Profile of monthly batch of ESSER III districts



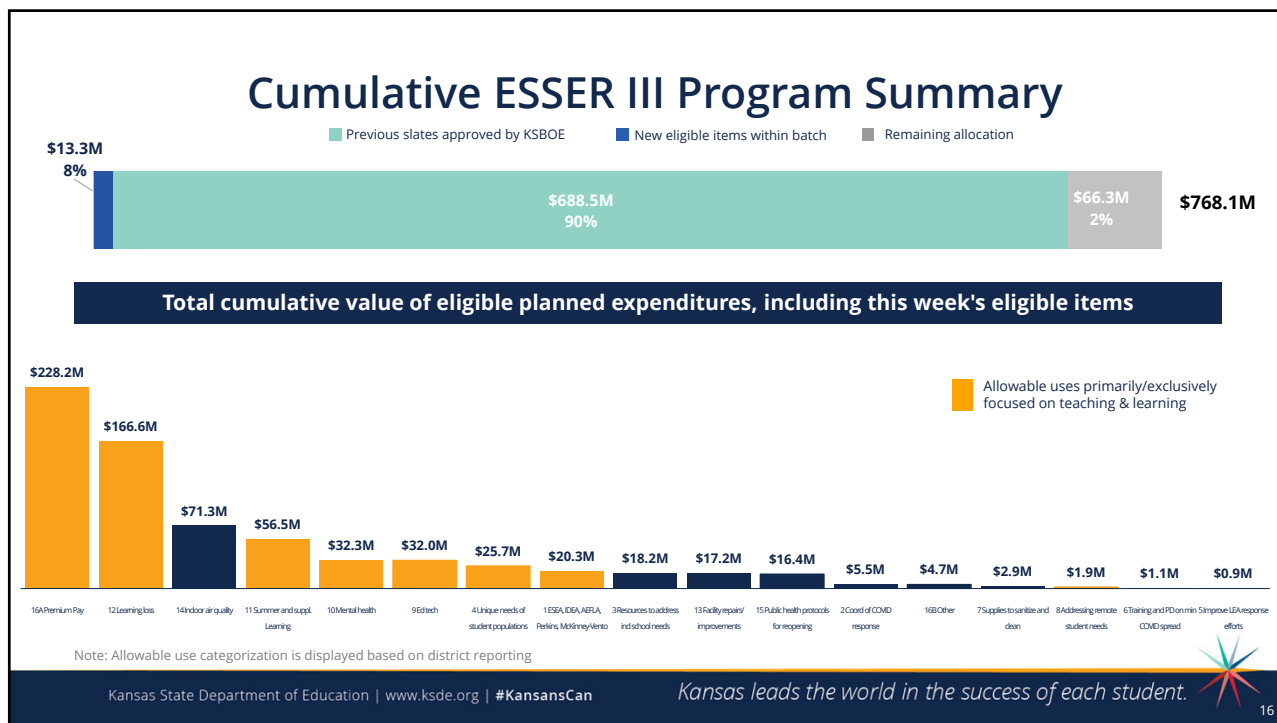
1. Districts were grouped based on the % of student headcount approved for free or reduced-price lunch in the 2020-2021 school year 2. Districts were grouped based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted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



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

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**ESSER III: Discussion of Change Requests Deemed Eligible by KSDE**

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## ESSER III 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	\$2,452,410	\$1,655,500	\$2,160,732	\$505,232	Technology and Salaries
268	Cheney	\$478,807	\$365,807	\$478,807	\$113,000	Premium Pay
290	Ottawa	\$3,527,931	\$2,075,000	\$2,875,000	\$800,000	Premium Pay
394	Rose Hill Public School	\$1,164,911	\$1,004,606	\$1,150,357	\$145,751	Summer School and Premium Pay

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## ESSER III Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
408	Marion-Florence	\$606,625	\$259,018	\$366,244	\$107,226	Premium Pay and Salaries
419	Canton-Galva	\$320,917	\$320,917	\$320,917	\$0	LETRS Training Stipend
432	Victoria	\$176,977	\$117,591	\$176,977	\$59,386	HVAC
475	Geary County Schools	\$13,748,921	\$13,206,198	\$13,748,921	\$542,723	Professional Development

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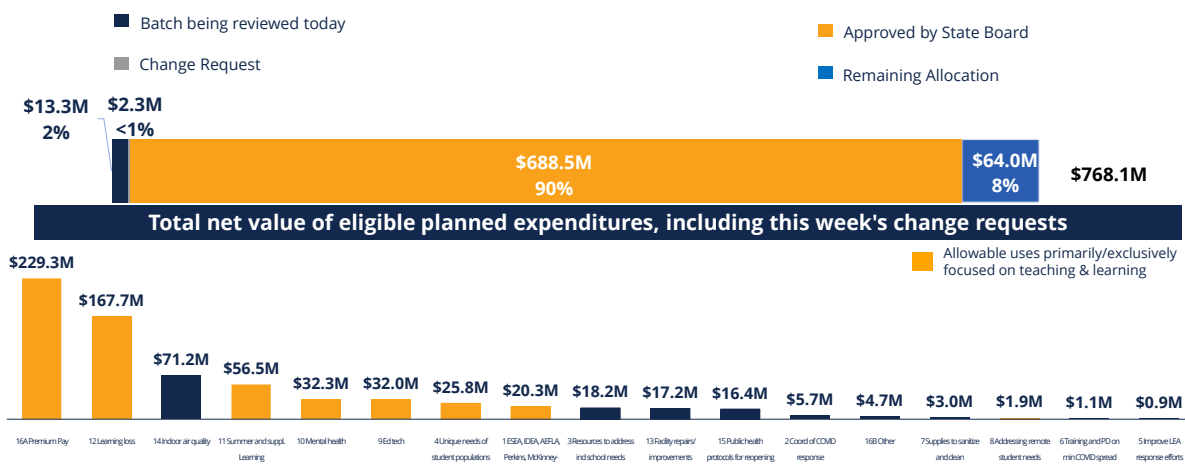
## ESSER III Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
505	Chetopa-St. Paul	\$878,992	\$860,336	\$878,992	\$18,656	Automatic Bottle Fillers and Water Faucets
<b>Total</b>		<b>\$23,356,491</b>	<b>\$19,864,973</b>	<b>\$22,156,947</b>	<b>\$2,291,974</b>	



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## Change Request Summary Allowable Use



Note: Allowable use categorization is displayed based on district reporting



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

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**Vote** to recommend the final slate of ESSER III requests

**Scope:**

- 6 ESSER III applications
- 9 ESSER III change request



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# Thank You



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## 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	113	Prairie Hills	1,056	35%	\$ 508,605	\$ 502,785	99%	\$ 508,606	\$ 508,606	\$ 5,820	100%	\$ 482
2	224	Clifton-Clyde	292	38%	\$ 180,416	\$ 180,416	100%	\$ 180,416	\$ 180,416	\$ -	100%	\$ 618
3	259	Wichita	45,158	80%	\$ 75,503,105	\$ 75,385,861	100%	\$ 75,503,105	\$ 75,503,105	\$ 117,244	100%	\$ 1,672
4	286	Chautauqua Co Community	353	66%	\$ 404,121	\$ 353,235	87%	\$ 404,121	\$ 404,121	\$ 50,886	100%	\$ 1,144
5	395	LaCrosse	272	47%	\$ 223,604	\$ 193,254	86%	\$ 223,604	\$ 223,604	\$ 30,350	100%	\$ 824
6	401	Chase-Raymond	149	79%	\$ 197,729	\$ 176,729	89%	\$ 197,729	\$ 197,729	\$ 21,000	100%	\$ 1,327
7	419	Canton-Galva	295	40%	\$ 142,792	\$ 142,792	100%	\$ 142,792	\$ 142,792	\$ -	100%	\$ 484
8	457	Garden City	6,921	70%	\$ 5,430,672	\$ 4,447,385	82%	\$ 5,430,672	\$ 5,430,672	\$ 983,287	100%	\$ 785
9	464	Tonganoxie	1,847.70	25%	\$ 627,330	\$ 616,701	98%	\$ 627,330	\$ 627,330	\$ 10,629	100%	\$ 340
<b>Total</b>			<b>56,344</b>	<b>73%</b>	<b>\$ 83,218,374</b>	<b>\$ 81,999,158</b>	<b>99%</b>	<b>83,218,375</b>	<b>\$ 83,218,375</b>	<b>\$ 1,219,217</b>	<b>100%</b>	<b>\$ 1,477</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.

**Kansas CommonApp (2020)**

3843-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



WoraBNXq

# ESSER II Change Allocated Amounts (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** Prairie Hills USD 113

**Applicant / Mailing Address**

1619 Old Hwy 75  
Sabetha, KS 66534

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

**Applicant / Email Address of Owner, CEO, or Executive Director** evanst@usd113.org

**Applicant / Phone Number** 7852842175

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)** 90-0584159

**Applicant / Website Address (if applicable)** usd113.org

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

**Applicant / Board Member List** (if applicable)

PDF	<a href="#">School Board Member Posit... (114 KiB download)</a>
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Application details

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name	Prairie Hills
District Number	113
Mailing Address   Street Address	1619 Old Hwy 75
Mailing   City	Sabetha
Mailing Address   Zip Code	66534
Authorized Representative of the District   Name	Todd Evans
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	evanst@usd113.org
Authorized Representative of the District   Phone Number	+17852842175
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.

See Previous ESSER 2 Submission.

Does the district have remaining ESSER I funding that it has not yet	No
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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 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.

See initial ESSER 2 submission

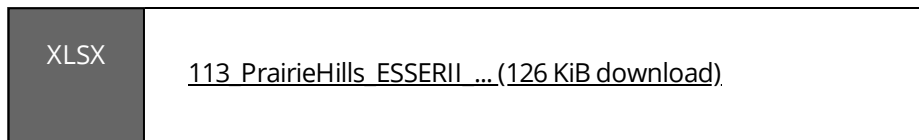
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

See Initial ESSER 2 Submission.

## 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. .





USD	District Name	Data as of
113	Prairie Hills	4/3/2023

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
113-1-001-20230411	Eligible	Direct Allocation	Support Services - General Administration	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush Administrative Services CHANGE REQUEST	\$ 180	\$ -	\$ 180	\$ -	\$ -	78303	Approved at 9/12/2022 State Board Meeting.
113-1-002-20230411	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 and sanitizing supplies CHANGE REQUEST	\$ 5,194	\$ 971	\$ 4,223	\$ -	\$ -	78616	Approved at 9/12/2022 State Board Meeting.
113-1-003-20230411	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Device Refresh CHANGE REQUEST	\$ 253,000	\$ -	\$ 253,000	\$ -	\$ -	78730	Approved at 9/12/2022 State Board Meeting.
113-1-004-20230411	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	ZOOM - CHANGE REQUEST	\$ 13,096	\$ 3,289	\$ 9,807	\$ -	\$ -	78650	Approved at 9/12/2022 State Board Meeting.
113-1-005-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School teachers CHANGE REQUEST. Staff added to summer school due to more students participating.	\$ 24,765	\$ -	\$ 24,765	\$ -	\$ -	78110	Approved at 9/12/2022 State Board Meeting.

113-1-006-20230411	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Axtell After School Program CHANGE REQUEST	\$ 2,103	\$ 603	\$ 1,500	\$ -	\$ -	78120	Approved at 9/12/2022 State Board Meeting.
113-1-007-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Wetmore Extra Teacher CHANGE REQUEST	\$ 22,325	\$ -	\$ 22,325	\$ -	\$ -	78110	Approved at 9/12/2022 State Board Meeting.
113-1-008-20230411	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	FastBridge, Powerschool	\$ 19,227	\$ 11,481	\$ 7,746	\$ -	\$ -	78601	Approved at 9/12/2022 State Board Meeting.
113-1-009-20230411	Eligible	Direct Allocation	Architecture and Engineering	Purchased Professional & Technical Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC Audit	\$ 37,600	\$ 7,000	\$ 30,600	\$ -	\$ -	78308	Approved at 9/12/2022 State Board Meeting.
113-1-010-20230411	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional nursing support CHANGE REQUEST	\$ 634	\$ 634	\$ -	\$ -	\$ -	78121	Approved at 9/12/2022 State Board Meeting.
113-1-011-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - Certified Salary - extra WAC teacher. 5/23/22 Spoke with Supt	\$ 11,840	\$ -	\$ 11,840	\$ -	\$ -	78100	Approved at 9/12/2022 State Board Meeting.

113-1-012-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Certified Salary - extra Nurse hours	\$ 180	\$ 180	\$ -	\$ -	\$ -	78110	Approved at 9/12/2022 State Board Meeting.
113-1-013-20230411	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Certified Salary - Summer School	\$ 10,713	\$ 9,489	\$ 1,224	\$ -	\$ -	78111	Approved at 9/12/2022 State Board Meeting.
113-1-014-20230411	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	NEW ITEM - Certified Salary - After School Program	\$ 601	\$ 203	\$ 399	\$ -	\$ -	78111	Approved at 9/12/2022 State Board Meeting.
113-1-015-20230411	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Classified Salary - Summer School	\$ 13,410	\$ -	\$ 13,410	\$ -	\$ -	78120	Approved at 9/12/2022 State Board Meeting.
113-1-016-20230411	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Classified Salary - ESSER Reporting	\$ 2,406	\$ 102	\$ 2,305	\$ -	\$ -	78123	Approved at 9/12/2022 State Board Meeting.
113-1-017-20230411	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Classified Salary - ESSER Reporting	\$ 689	\$ 689	\$ -	\$ -	\$ -	78124	Approved at 9/12/2022 State Board Meeting.
113-1-018-20230411	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Extra custodial hours for sanitizing	\$ 4,381	\$ 4,381	\$ -	\$ -	\$ -	78126	Approved at 9/12/2022 State Board Meeting.

113-1-019-20230411	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	NEW ITEM - Additional salaries to deliver food to designated sites.	\$ 3,597	\$ 2,349	\$ 1,248	\$ -	\$ -	78127	Approved at 9/12/2022 State Board Meeting.
113-1-020-20230411	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - Benefits for extra WAC teacher	\$ 2,674	\$ -	\$ 2,674	\$ -	\$ -	78210	Approved at 9/12/2022 State Board Meeting.
113-1-021-20230411	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Benefits for Summer School staff	\$ 2,920	\$ -	\$ 2,920	\$ -	\$ -	78220	Approved at 9/12/2022 State Board Meeting.
113-1-022-20230411	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	NEW ITEM - Benefits for After School staff	\$ 151	\$ 58	\$ 93	\$ -	\$ -	78220	Approved at 9/12/2022 State Board Meeting.
113-1-023-20230411	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - Benefits for extra WAC teacher	\$ 1,654	\$ -	\$ 1,654	\$ -	\$ -	78220	Approved at 9/12/2022 State Board Meeting.

113-1-024-20230411	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Benefits for Summer school staff	\$ 237	\$ 144	\$ 92	\$ -	\$ -	78220	Approved at 9/12/2022 State Board Meeting.
113-1-025-20230411	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	NEW ITEM - Benefits for After School staff	\$ 17	\$ 1	\$ 15	\$ -	\$ -	78221	Approved at 9/12/2022 State Board Meeting.
113-1-026-20230411	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for additional nursing staff hours	\$ 647	\$ 632	\$ 15	\$ -	\$ -	78221	Approved at 9/12/2022 State Board Meeting.
113-1-027-20230411	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for extra hours for ESSER Reporting salaries	\$ 182	\$ 6	\$ 176	\$ -	\$ -	78223	Approved at 9/12/2022 State Board Meeting.
113-1-028-20230411	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for extra hours for ESSER Reporting salaries	\$ 48	\$ 48	\$ -	\$ -	\$ -	78224	Approved at 9/12/2022 State Board Meeting.
113-1-029-20230411	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for extra hours for Custodial staff	\$ 376	\$ 376	\$ -	\$ -	\$ -	78226	Approved at 9/12/2022 State Board Meeting.

113-1-030-20230411	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	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	NEW ITEM - Benefits for staff delivering meals	\$ 275	\$ 179	\$ 95	\$ -	\$ -	78227	Approved at 9/12/2022 State Board Meeting.
113-1-031-20230411	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	NEW ITEM - Benefist for After school staff	\$ 39	\$ -	\$ 39	\$ -	\$ -	78290	Approved at 9/12/2022 State Board Meeting.
113-1-032-20230411	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Benefits for Summer School staff	\$ 15	\$ -	\$ 15	\$ -	\$ -	78291	Approved at 9/12/2022 State Board Meeting.
113-1-033-20230411	Eligible	Direct Allocation	Support Services - General Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for District Office ESSER II Reporting	\$ 1	\$ -	\$ 1	\$ -	\$ -	78293	Approved at 9/12/2022 State Board Meeting.
113-1-034-20230411	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for School Secretary - extra hours for COVID paperwork	\$ 1	\$ -	\$ 1	\$ -	\$ -	78294	Approved at 9/12/2022 State Board Meeting.
113-1-035-20230411	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Benefits for Custodial staff working extra hours	\$ 5	\$ -	\$ 5	\$ -	\$ -	78296	Approved at 9/12/2022 State Board Meeting.

113-1-036-20230411	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM -Expenses for Poverty training, Bridging to Resilience	\$ 8,002	\$ -	\$ 8,002	\$ -	\$ -	78502	Approved at 9/12/2022 State Board Meeting.
113-1-037-20230411	Eligible	Direct Allocation	Instruction	Tuitions	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Summer Steam Virtual Academy, Camp Invntn Sply, Curriculum	\$ 13,375	\$ 13,375	\$ -	\$ -	\$ -	78560	Approved at 9/12/2022 State Board Meeting.
113-1-038-20230411	Eligible	Direct Allocation	Support Services (Students)	Other Purchased Services	10. Providing mental health services and supports	NEW ITEM - APS Counselor Contract	\$ 22,405	\$ -	\$ 22,405	\$ -	\$ -	78591	Approved at 9/12/2022 State Board Meeting.
113-1-039-20230411	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Supplies for Summer School	\$ 16	\$ 16	\$ -	\$ -	\$ -	78601	Approved at 9/12/2022 State Board Meeting.
113-1-040-20230411	Eligible	Direct Allocation	Central Services	Supplies & Materials	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - Purchase software program for multi-year ESSER reporting	\$ 1,867	\$ -	\$ 1,867	\$ -	\$ -	78605	Approved at 9/12/2022 State Board Meeting.
113-1-041-20230411	Eligible	Direct Allocation	Support Services - Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW ITEM - Cloud Recording	\$ 11,000	\$ -	\$ 11,000	\$ -	\$ -	78652	Approved at 9/12/2022 State Board Meeting.

113-1-042-20230411	Eligible	Direct Allocation	Support Services - Instruction	Supplies-Technology Related	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Virtual Maniken Wrks for summer school	\$ 180	\$ -	\$ 180	\$ -	\$ -	78652	Approved at 9/12/2022 State Board Meeting.
113-1-043-20230411	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM - Supplies for Summer School	\$ 645	\$ -	\$ 645	\$ -	\$ -	78680	Approved at 9/12/2022 State Board Meeting.
113-1-044-20230411	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	11B. Planning and implementing supplemental after-school programs	NEW ITEM - Snacks for After School Program	\$ 462	\$ 176	\$ 285	\$ -	\$ -	78680	Approved at 9/12/2022 State Board Meeting.
113-1-045-20230411	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	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	NEW ITEM - Sanitary supplies and packaging for sack lunch food delivery	\$ 7,347	\$ 3,995	\$ 3,353	\$ -	\$ -	78681	Approved at 9/12/2022 State Board Meeting.
113-1-046-20230411	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	Water Bottle Fillers	\$ 1,634	\$ 170	\$ 1,464	\$ -	\$ -	78706	Approved at 9/12/2022 State Board Meeting.



113-1-047-20230411	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW ITEM - Apple Lightning to VGA	\$ 233	\$ 233	\$ -	\$ -	\$ -	78730	Approved at 9/12/2022 State Board Meeting.
113-1-048-20230411	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	Wireless Live Stream Camera	\$ 435	\$ -	\$ 435	\$ -	\$ -	78706	Approved at 9/12/2022 State Board Meeting.
113-1-049-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay \$500 an employee for classified staff will be paid out on June 8th, 2023.	\$ 5,821	\$ -	\$ 5,821	\$ -	\$ -	79112	New Line Item. This was approved in ESSER III. The remainder of the Premium Pay will be paid out of ESSER III.

**Kansas CommonApp (2020)**

3830-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



mqXIAwoY

# 224\_Clifton-Clyde\_ESSERII Plan\_0630 (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 #224 Clifton-Clyde

**Applicant / Mailing Address**

616 N High St, Ste2, Clyde KS 66938

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

**Applicant / Email Address of Owner, CEO, or Executive Director** abaker@usd224.com

**Applicant / Phone Number** 785-446-2098

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.

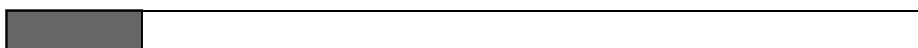
(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

**Applicant / Federal EIN (if applicable)** 48-0723867

**Applicant / Website Address (if applicable)** www.usd224.com

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

[Download Form W-9](#)



PDF	<a href="#">W-9 USD 224.pdf (635 KiB download)</a>
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**Applicant / Board Member List** *(if applicable)*

DOC	<a href="#">Board of Education List.d... (96 KiB download)</a>
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**Fiscal Agent / Name** (if applicable) Art Baker

**Fiscal Agent / Email** (if applicable) abaker@usd224.com

Application details

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name	Clifton-Clyde
District Number	224
Mailing Address   Street Address	616 N High St Ste 2
Mailing   City	Clyde
Mailing Address   Zip Code	66938
Authorized Representative of the District   Name	Denise Cyr
Authorized Representative of the District   Position or Title	Board Clerk
Authorized Representative of the District   Email Address	dcyr@usd224.com
Authorized Representative of the District   Phone Number	+17854462098
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	abaker@usd224.com

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

Due to schools being shut down for COVID in March 2020, the district did notice students were behind in basic skills when they returned in August 2020. We had some students choose to transfer to home schooling or remote learning in August 2020. By our 9/20 count date, USD 224 had only 1 remote learner during the 20-21 school year. We did not miss any school days due to COVID in 20-21. We had some quarantine students that did remote in while on 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.

We have hired a teacher to help reduce class size at the elementary level. The board approved a retention bonus to be paid for all returning staff in 21-22 due to dealings with COVID. Funds will be used to continue to purchase cleaning supplies specific to extra cleaning during COVID. Some funds will be set aside for educational technology purchases. The rest of the funds will be used to assist with the difference in the cost of providing summer meals.

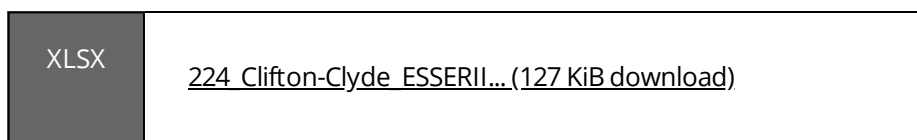
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The additional staff member hiring should directly impact student outcomes. Additional technology to assist in the classroom will impact students directly. The cleaning purchases will improve the chances for students being able to stay in school with cleaner buildings and better air flow. The remaining allocation will assist families with meals during the summer months.

### **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 Denise Cyr

Date 03/24/2023

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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
224	Clifton-Clyde	4/3/2023

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
224-1-001-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Staff member salary to lower class size	\$ 84,711	\$ -	\$ 43,560	\$ 41,152	\$ -	64-231-1000-110-00	Change Request- Was approved for \$44,033. Per narrative, Due to schools being shut down for COVID in March 2020, the district did notice students were behind in basic skills when they returned in August 2020. We have hired a teacher to help reduce class size at the elementary level. Per applicant, We worked to keep class size down at our lower grades to address learning loss.
224-1-002-20230411	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Employee Benefits-Fringe	\$ 15,328	\$ -	\$ 7,027	\$ 8,301	\$ -	64-231-1000-210-00	Change Request- Was approved for \$7,027.
224-1-003-20230411	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social Security	\$ 6,441	\$ -	\$ 3,244	\$ 3,197	\$ -	64-231-1000-221-00	Change Request- Was approved for \$3,500
224-1-004-20230411	Eligible	Direct Allocation	Instruction	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Unemployment	\$ 87	\$ -	\$ 45	\$ 42	\$ -	64-231-1000-250-00	Change Request- Was approved for \$100
224-1-005-20230411	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	\$ 1,176	\$ -	\$ 1,176	\$ -	\$ -	64-231-2600-610-00	Change Request- Was approved for \$10,000. Per narrative, Funds will be used to continue to purchase cleaning supplies specific to extra cleaning during COVID.

224-1-006-20230411	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology Equipment	\$ 510	\$ -	\$ 510	\$ -	\$ -	64-231-1000-700-00	Change Request- Was approved for \$20,000. Per applicant, Technology can be used to address learning loss. Additional programs are needed to address individual needs caused by inconsistencies in school attendance caused by quarantines, illnesses, etc. Technology purchases to include Fastbridge screening, diagnostic and progress monitoring tools.
224-1-007-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 22,000	\$ -	\$ 22,000	\$ -	\$ -	64-231-1000-110-00	Change Request- Was approved for \$22,170. Per applicant, premium pay with the incentive of retention will be \$750 per staff member who returned for the 21-22 school year, to be paid in August. Per applicant, all premium pay with the incentive of retention was planned and approved by the local board.
224-1-008-20230411	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	Retention Bonus for Employees returning 21-22 yr	\$ 750	\$ -	\$ 750	\$ -	\$ -	64-231-2300-110-00	Approved at 9/14/2022 State Board Meeting. Per applicant, premium pay with the incentive of retention will be \$750 per staff member who returned for the 21-22 school year, to be paid in August. Per applicant, all premium pay with the incentive of retention was planned and approved by the local board.
224-1-009-20230411	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	Retention Bonus for Employees returning 21-22 yr	\$ 750	\$ -	\$ 750	\$ -	\$ -	64-231-2400-110-00	Approved at 9/14/2022 State Board Meeting. Per applicant, premium pay with the incentive of retention will be \$750 per staff member who returned for the 21-22 school year, to be paid in August. Per applicant, all premium pay with the incentive of retention was planned and approved by the local board.
224-1-010-20230411	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 6,250	\$ -	\$ 6,250	\$ -	\$ -	64-231-1000-120-00	Approved at 9/14/2022 State Board Meeting. Per applicant, premium pay with the incentive of retention will be \$750 per staff member who returned for the 21-22 school year, to be paid in August. Per applicant, all premium pay with the incentive of retention was planned and approved by the local board.
224-1-011-20230411	Eligible	Direct Allocation	Counseling Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 750	\$ -	\$ 750	\$ -	\$ -	64-231-2122-120-00	Approved at 9/14/2022 State Board Meeting. Per applicant, premium pay with the incentive of retention will be \$750 per staff member who returned for the 21-22 school year, to be paid in August. Per applicant, all premium pay with the incentive of retention was planned and approved by the local board.

224-1-012-20230411	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 750	\$ -	\$ 750	\$ -	\$ -	64-231-2130-120-00	Approved at 9/14/2022 State Board Meeting. Per applicant, premium pay with the incentive of retention will be \$750 per staff member who returned for the 21-22 school year, to be paid in August. Per applicant, all premium pay with the incentive of retention was planned and approved by the local board.
224-1-013-20230411	Eligible	Direct Allocation	School Library Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 750	\$ -	\$ 750	\$ -	\$ -	64-231-2222-120-00	Approved at 9/14/2022 State Board Meeting. Per applicant, premium pay with the incentive of retention will be \$750 per staff member who returned for the 21-22 school year, to be paid in August. Per applicant, all premium pay with the incentive of retention was planned and approved by the local board.
224-1-014-20230411	Eligible	Direct Allocation	Office of the Principal Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 750	\$ -	\$ 750	\$ -	\$ -	64-231-2410-120-00	Approved at 9/14/2022 State Board Meeting. Per applicant, premium pay with the incentive of retention will be \$750 per staff member who returned for the 21-22 school year, to be paid in August. Per applicant, all premium pay with the incentive of retention was planned and approved by the local board.
224-1-015-20230411	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 750	\$ -	\$ 750	\$ -	\$ -	64-231-2500-120-00	Approved at 9/14/2022 State Board Meeting. Per applicant, premium pay with the incentive of retention will be \$750 per staff member who returned for the 21-22 school year, to be paid in August. Per applicant, all premium pay with the incentive of retention was planned and approved by the local board.
224-1-016-20230411	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	Retention Bonus for Employees returning 21-22 yr	\$ 2,250	\$ -	\$ 2,250	\$ -	\$ -	64-231-2600-120-00	Approved at 9/14/2022 State Board Meeting. Per applicant, premium pay with the incentive of retention will be \$750 per staff member who returned for the 21-22 school year, to be paid in August. Per applicant, all premium pay with the incentive of retention was planned and approved by the local board.
224-1-017-20230411	Eligible	Direct Allocation	Monitoring Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 6,750	\$ -	\$ 6,750	\$ -	\$ -	64-231-2720-120-00	Approved at 9/14/2022 State Board Meeting. Per applicant, premium pay with the incentive of retention will be \$750 per staff member who returned for the 21-22 school year, to be paid in August. Per applicant, all premium pay with the incentive of retention was planned and approved by the local board.
224-1-018-20230411	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	Retention Bonus for Employees returning 21-22 yr	\$ 750	\$ -	\$ 750	\$ -	\$ -	64-231-3100-120-00	Approved at 9/14/2022 State Board Meeting. Per applicant, premium pay with the incentive of retention will be \$750 per staff member who returned for the 21-22 school year, to be paid in August. Per applicant, all premium pay with the incentive of retention was planned and approved by the local board.

224-1-019-20230411	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 2,161	\$ -	\$ 2,161	\$ -	\$ -	64-231-1000-220-00	Change Request- Was approved for \$2,000.
224-1-020-20230411	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 57	\$ -	\$ 57	\$ -	\$ -	64-231-2122-220-00	Approved at 9/14/2022 State Board Meeting.
224-1-021-20230411	Eligible	Direct Allocation	Health Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 57	\$ -	\$ 57	\$ -	\$ -	64-231-2130-220-00	Approved at 9/14/2022 State Board Meeting.
224-1-022-20230411	Eligible	Direct Allocation	School Library Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 57	\$ -	\$ 57	\$ -	\$ -	64-231-2222-220-00	Approved at 9/14/2022 State Board Meeting.
224-1-023-20230411	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	Retention Bonus for Employees returning 21-22 yr	\$ 57	\$ -	\$ 57	\$ -	\$ -	64-231-2300-220-00	Approved at 9/14/2022 State Board Meeting.
224-1-024-20230411	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	Retention Bonus for Employees returning 21-22 yr	\$ 57	\$ -	\$ 57	\$ -	\$ -	64-231-2400-220-00	Approved at 9/14/2022 State Board Meeting.

224-1-025-20230411	Eligible	Direct Allocation	Office of the Principal Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 57	\$ -	\$ 57	\$ -	\$ -	64-231-2410-220-00	Approved at 9/14/2022 State Board Meeting.
224-1-026-20230411	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 57	\$ -	\$ 57	\$ -	\$ -	64-231-2500-220-00	Approved at 9/14/2022 State Board Meeting.
224-1-027-20230411	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	Retention Bonus for Employees returning 21-22 yr	\$ 172	\$ -	\$ 172	\$ -	\$ -	64-231-2600-220-00	Approved at 9/14/2022 State Board Meeting.
224-1-028-20230411	Eligible	Direct Allocation	Monitoring Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 516	\$ -	\$ 516	\$ -	\$ -	64-231-2720-220-00	Approved at 9/14/2022 State Board Meeting.
224-1-029-20230411	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 57	\$ -	\$ 57	\$ -	\$ -	64-231-3100-220-00	Approved at 9/14/2022 State Board Meeting.

224-1-030-20230411	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 38	\$ -	\$ 38	\$ -	\$ -	64-231-1000-250-00	Approved at 9/14/2022 State Board Meeting.
224-1-031-20230411	Eligible	Direct Allocation	Counseling Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 1	\$ -	\$ 1	\$ -	\$ -	64-231-2122-250-00	Approved at 9/14/2022 State Board Meeting.
224-1-032-20230411	Eligible	Direct Allocation	Health Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 1	\$ -	\$ 1	\$ -	\$ -	64-231-2130-250-00	Approved at 9/14/2022 State Board Meeting.
224-1-033-20230411	Eligible	Direct Allocation	School Library Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 1	\$ -	\$ 1	\$ -	\$ -	64-231-2222-250-00	Approved at 9/14/2022 State Board Meeting.
224-1-034-20230411	Eligible	Direct Allocation	Support Services - General Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 1	\$ -	\$ 1	\$ -	\$ -	64-231-2300-250-00	Approved at 9/14/2022 State Board Meeting.
224-1-035-20230411	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 1	\$ -	\$ 1	\$ -	\$ -	64-231-2400-250-00	Approved at 9/14/2022 State Board Meeting.

224-1-036-20230411	Eligible	Direct Allocation	Office of the Principal Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 1	\$ -	\$ 1	\$ -	\$ -	64-231-2410-250-00	Approved at 9/14/2022 State Board Meeting.
224-1-037-20230411	Eligible	Direct Allocation	Central Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 1	\$ -	\$ 1	\$ -	\$ -	64-231-2500-250-00	Approved at 9/14/2022 State Board Meeting.
224-1-038-20230411	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 3	\$ -	\$ 3	\$ -	\$ -	64-231-2600-250-00	Approved at 9/14/2022 State Board Meeting.
224-1-039-20230411	Eligible	Direct Allocation	Monitoring Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 9	\$ -	\$ 9	\$ -	\$ -	64-231-2720-250-00	Approved at 9/14/2022 State Board Meeting.
224-1-040-20230411	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 1	\$ -	\$ 1	\$ -	\$ -	64-231-3100-250-00	Approved at 9/14/2022 State Board Meeting.
224-1-041-20230411	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 225	\$ -	\$ 225	\$ -	\$ -	64-231-1000-290-00	Approved at 9/14/2022 State Board Meeting.

224-1-042-20230411	Eligible	Direct Allocation	Monitoring Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Bonus for Employees returning 21-22 yr	\$ 100	\$ -	\$ 100	\$ -	\$ -	64-231-2720-290-00	Approved at 9/14/2022 State Board Meeting.
224-1-043-20230411	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks/Laptops/Licenses/Software	\$ 23,278	\$ -	\$ 23,183	\$ 95	\$ -	64-231-1000-650-00	New Line Item.
224-1-044-20230411	Eligible	Direct Allocation	Food Services Operations	Food Service Management	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	Food Service Meals during COVID	\$ 1,943	\$ -	\$ 1,943	\$ -	\$ -	64-231-3100-570-00	New Line Item



**Kansas CommonApp (2020)**

3130-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



rQwzAyEY

# 259\_Wichita Public Schools ESSER II Plan Change Request\_0525

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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** Wichita Public Schools

**Applicant / Mailing Address**

903 S Edgemoor  
Wichita, KS 67218

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

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

**Applicant / Phone Number** 316-973-4000

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

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

**Applicant / Website Address (if applicable)** usd259.org

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## Application details

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name	Wichita Public Schools
District Number	259
Mailing Address   Street Address	903 S Edgemoor
Mailing   City	Wichita
Mailing Address   Zip Code	67218
Authorized Representative of the District   Name	Dee Dee Stroot
Authorized Representative of the District   Position or Title	Executive Director of Innovation & Implementation
Authorized Representative of the District   Email Address	dstroot@usd259.net
Authorized Representative of the District   Phone Number	+113169734000
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	swillis@usd259.net

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

COVID-19 had significant impact on USD 259 in many ways. One major impact was a loss of 2621 students for 2020-21 leading to a \$12 million funding loss for the District. The District also lost about \$3 million in Nutrition Services revenue and about \$1 million in Medicaid reimbursement. 259 established a recruitment and recovery team for 21-22 SY to aid in recovering missing students.

The District moved quickly to invest in PPE and technology for staff and students. Devices as well as software were purchased in May of 2020 to prepare for 2020-21 remote learning options, a much faster and much larger investment in technology than was ever imagined.

As we ended the 2020-21 school year, we performed a needs assessment with our schools and other stakeholders. Overwhelming responses focused on learning loss, mental health needs of both students and staff and requesting principals receive resources necessary to address the need of their schools. Each of our buildings were given an allocation of funds to use to meet those individual needs which includes supporting mental health and learning loss. Additional efforts to support mental health and learning loss will be captured in ESSER III plan.

Finally, due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. This includes additional pay for substitutes as we also saw a drastic reduction in number of substitutes in 21-22 SY.

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

Wichita Public Schools will use the ESSER II funds to support: Student and staff technology, PPE, allocation for individual buildings and continuity of services.

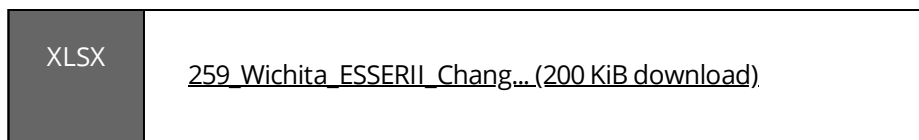
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

## Certification

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

Electronic Signature

Dee Dee Stroot

Date

05/25/2022

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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
200	#N/A	1/30/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
259-1-001-20230411	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased 8,000 iPads with LTE capability to support PreK - 2nd grade students. This includes 3 years of Mosyle, 50 hrs. Apple Professional Learning, cases, and deployment services. We also purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students. This includes deployment, 4 years of accidental warranty and 2 years of summer refresh services. As we determine our new normal and undefined outlook for how learning is delivered, these devices allow us to maximize our internet efforts from T-Mobile EmpowerED, 10 million Student Project, and Verizon Innovative Learning Connect 2 Projects. We expect students to utilize these devices inside and outside of the classroom and provide internet to those students who do not have sufficient broadband for learning activities. We will utilize our FreshService System to measure support needs and our mobile device management solutions to gather connection and usage data. Teacher training logs and Microsoft Insight will track classroom usage.	\$ 11,229,400	\$ 10,532,600	\$ 696,800	\$ -	\$ -	54948 - 100000	Approved at the 12/14/2021 State Board Meeting
259-1-002-20230411	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	Change Request- Originally approved for \$1,467,400.00 increase cost to \$1,592,400.000 Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased 8,000 iPads with LTE capability to support PreK - 2nd grade students. This includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services. We also purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students. This includes deployment, 4 years of accidental warranty and 2 years of summer refresh services. As we determine our new normal and undefined outlook for how learning is delivered, these devices allow us to maximize our internet efforts from T-Mobile EmpowerED, 10 million Student Project, and Verizon Innovative Learning Connect 2 Projects. We expect students to utilize these devices inside and outside of the classroom and provide internet to those students who do not have sufficient broadband for learning activities. We will utilize our FreshService System to measure support needs and our mobile device management solutions to gather connection and usage data. Teacher training logs and Microsoft Insight will track classroom usage. Students to receive computer supplies (e.g. computer bags, cases, ipad pens, monitors, speakers, headsets, etc.).	\$ 1,592,400	\$ 1,467,400	\$ 125,000	\$ -	\$ -	54948 - 100000	Approved at the 9/12/2022 State Board Meeting



259-1-003-20230411	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 90,000	\$ -	\$ 90,000	\$ -	\$ -	56017 - 210000	Approved at the 9/12/2022 State Board Meeting
259-1-004-20230411	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 16,600	\$ -	\$ 16,600	\$ -	\$ -	56017 - 210000	Approved at the 9/12/2022 State Board Meeting

259-1-005-20230411	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 6,700	\$ -	\$ 6,700	\$ -	\$ -	56017 - 210000	Approved at the 9/12/2022 State Board Meeting
259-1-006-20230411	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 6,400	\$ -	\$ 6,400	\$ -	\$ -	56017 - 210000	Approved at the 9/12/2022 State Board Meeting

259-1-007-20230411	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	To increase family engagement and offer a digital platform for all of our elementary students, ESSER funds will be used to expand SeeSaw use to grades 3-5 (currently used with K-2 only). SeeSaw empowers students to independently document their learning and supplies an audience for their work—their peers, parents, or the world. Seesaw gives parents an immediate and personalized window into their child's school day. Additionally, SeeSaw allows the district to supply formative assessments on a platform in a creative and collaborative way regardless of the learner's location. As we have shifted to a blended learning model with digital equity and access, there is a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. Utilizing our Mobile Device management interfaces, we will be able to measure the install and use of the applications on different devices, grade levels and content areas. FY 22 will be used to determine if this expansion should continue and pare down which student engagement applications are effective and sustainable after the ESSERS funding sunsets.	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ -	56113-100000	Approved at the 9/12/2022 State Board Meeting
259-1-008-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	1 to 1 Device (Surface Pro) Roll Out Professional Learning for Middle School Teachers. One time stipend provided to staff to come outside of contract day or during the time they must work in classrooms during report week. This 1 hour will be spent educating our teachers on how to utilize their computer efficiently and effectively and help support students who are at different learning levels and to be able to better scaffold supports for each of them. Teachers will be able to utilize their computer to enhance teacher instruction and student outcomes.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	56201-100001	Approved at the 9/12/2022 State Board Meeting
259-1-009-20230411	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.	\$ 861,752	\$ -	\$ 861,752	\$ -	\$ -	56125-220001	Approved at the 9/12/2022 State Board Meeting

259-1-010-20230411	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.	\$ 65,924	\$ -	\$ 65,924	\$ -	\$ -	56125-220001	New Line Item
259-1-011-20230411	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.	\$ 7,325	\$ -	\$ 7,325	\$ -	\$ -	56125-220001	Approved at the 9/12/2022 State Board Meeting
259-1-012-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Coordination of Covid-19 preparedness and response efforts, adult and youth disposable masks are being provided to all buildings and programs, to reduce the spread of the COVID-19. We need to purchase an additional 1.5 million youth size and 1.5 million adult size disposable masks for schools to provide to students and staff that arrive to school without them. See through plastic face masks are also being purchased for grade levels and specials/electives where it is imperative for students to see the mouths of adults	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	56044-100001	Approved at the 9/12/2022 State Board Meeting

259-1-013-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Coordination of Covid-19 preparedness and response efforts, adult and youth disposable masks are being provided to all buildings and programs, to reduce the spread of the COVID-19. We need to purchase an additional 1.5 million youth size and 1.5 million adult size disposable masks for schools to provide to students and staff that arrive to school without them. See through plastic face masks are also being purchased for grade levels and specials/electives where it is imperative for students to see the mouths of adults.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	56044-210001	Approved at the 9/12/2022 State Board Meeting
259-1-014-20230411	Eligible	Direct Allocation	Support Services - Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. Nearpod allows every student a voice in the classroom regardless of where & when that class is held. Kindergarten – 12th grade teachers can share presentations with built-in activities that are mostly used for learning checkpoints or enhancing learning. Every student, with any device, can have the teacher's presentation and activities on their device. This cuts the need for the teacher to share their screen, & they can focus on learning. We expect to measure data outcomes as well as utilize classroom engagement data points from our WICOR tool to see if both the software and classroom management activities are bringing learning to a new level utilizing technology.	\$ 775,000	\$ -	\$ 775,000	\$ -	\$ -	56113-220002	Approved at the 9/12/2022 State Board Meeting
259-1-015-20230411	Eligible	Direct Allocation	Support Services - Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. If in-class learning has been interrupted, Kindergarten – 12th grade teachers can use this tool to upload earlier video lessons, supporting videos, or screencasts. EdPuzzle then allows students to respond to videos throughout the video to check understanding of learning. Students can use this learning tool any place and anytime as well - location does not stop the learning and growth. Their responses can be assessed by the teacher to drive learning, review when needed, & supporting all students' learning styles.	\$ 324,000	\$ -	\$ 324,000	\$ -	\$ -	56113-220003	Approved at the 9/12/2022 State Board Meeting

259-1-016-20230411	Eligible	Direct Allocation	Support Services - Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Due to the Pandemic, we have shifted to a blended learning model with digital equity and access. There is now a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. This desktop publishing young learning app allows Kindergarten – 5th grade teachers to create interactive choice boards for students to explore content that piques their interest and students can visualize learning. Most importantly it allows learners the ability to create presentations to communicate their learning with easy-to-use graphics & layouts. This tool can be used on any device and cross-curricula. Supporting all learners, Buncee integrates Microsoft's immersive reader that enabling language to be visual, read aloud, and explained. This empowers students to be content producers versus content consumers then in turn increases retention and engagement.	\$ 321,000	\$ -	\$ 321,000	\$ -	\$ -	56113-220004	Approved at the 9/12/2022 State Board Meeting
259-1-017-20230411	Eligible	Direct Allocation	Support Services - Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Brain Pop provides teachers with tools that enrich learning. Students often have gaps in their learning or learning loss from earlier grade levels. This is especially true when we reflect on the ever-changing learning environments students faced during the COVID-19 pandemic. Nevertheless, Kindergarten – 8th grade teachers are faced with covering their content standards and supporting all students moving forward. Brain pop will aid teachers in navigating this circumstance by supplying teachers with engaging videos, quizzes, interactive and ways to show learning on a wide range of challenging topics. As we have shifted to a blended learning model with digital equity and access, there is a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. We expect to measure data outcomes as well as utilize classroom engagement data points from our WICOR tool to see if both the software and classroom management activities are bringing learning to a new level utilizing technology.	\$ 602,000	\$ -	\$ 602,000	\$ -	\$ -	56113-220005	Approved at the 9/12/2022 State Board Meeting
259-1-018-20230411	Eligible	Direct Allocation	Central Services	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	An allowable ESSER use is purchasing educational technology including hardware, software and Internet connections. Last year, amid the pandemic, we were able to purchase devices for all students and staff who needed them. This causes us to need to secure our network and we purchased Cisco firewall to address security and increased traffic needs (our current firewall is at the end of its life). Implantation allows for increase of internet traffic. We will track the increased utilization of bandwidth and improved resiliency of failover rate. This Data will be tracked in WhatsUp Gold.	\$ 1,420,000	\$ -	\$ 1,420,000	\$ -	\$ -	56113-250001	Approved at the 9/12/2022 State Board Meeting

259-1-019-20230411	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' and staff's ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased Student and staff devices to aid in educational interaction between students and teaching staff and align with the district's technology strategic plan to support digital equity and access. These purchases of iPads and HP 440s will support the effort of a standardized 1-to-1 learning environment. These purchases will allow for easy transitions to remote teaching and learning as the COVID-19 pandemic remains unpredictable as new variants are identified, and health and safety of students and staff remain of utmost concern. Equitable digital access for all students. This allows for a transition to remote learning if necessary and encourages supplemental learning. Utilizing our Mobile Device management interfaces, we will be able to measure the utilization of devices. This will allow us to create a sustainable technology plan after ESSER funding sunsets.	\$ 810,000	\$ -	\$ 810,000	\$ -	\$ -	56201-100001	Approved at the 9/12/2022 State Board Meeting
259-1-020-20230411	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' and staff's ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased Student and staff devices to aid in educational interaction between students and teaching staff and align with the district's technology strategic plan to support digital equity and access. These purchases of iPads and HP 440s will support the effort of a standardized 1-to-1 learning environment. These purchases will allow for easy transitions to remote teaching and learning as the COVID-19 pandemic remains unpredictable as new variants are identified, and health and safety of students and staff remain of utmost concern. Equitable digital access for all students. This allows for a transition to remote learning if necessary and encourages supplemental learning. Utilizing our Mobile Device management interfaces, we will be able to measure the utilization of devices. This will allow us to create a sustainable technology plan after ESSER funding sunsets.	\$ 159,460	\$ -	\$ 159,460	\$ -	\$ -	56201-100002	Approved at the 9/12/2022 State Board Meeting

259-1-021-20230411	Eligible	Direct Allocation	Central Services	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' and staff's ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased Student and staff devices to aid in educational interaction between students and teaching staff and align with the district's technology strategic plan to support digital equity and access. These purchases of iPads and HP 440s will support the effort of a standardized 1-to-1 learning environment. These purchases will allow for easy transitions to remote teaching and learning as the COVID-19 pandemic remains unpredictable as new variants are identified, and health and safety of students and staff remain of utmost concern. Equitable digital access for all students. This allows for a transition to remote learning if necessary and encourages supplemental learning. Utilizing our Mobile Device management interfaces, we will be able to measure the utilization of devices. This will allow us to create a sustainable technology plan after ESSER funding sunsets.	\$ 400,000	\$ -	\$ 400,000	\$ -	\$ -	56113-250002	Approved at the 9/12/2022 State Board Meeting
259-1-022-20230411	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 110,250	\$ -	\$ 110,250	\$ -	\$ -	56014-230000	Approved at the 9/12/2022 State Board Meeting
259-1-023-20230411	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 79,400	\$ -	\$ 79,400	\$ -	\$ -	56014-230000	Approved at the 9/12/2022 State Board Meeting
259-1-024-20230411	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 259,590	\$ -	\$ 259,590	\$ -	\$ -	56014-230000	Approved at the 9/12/2022 State Board Meeting
259-1-025-20230411	Eligible	Direct Allocation	Facilities & Construction Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 113,260	\$ -	\$ 113,260	\$ -	\$ -	56014-400000	Approved at the 9/12/2022 State Board Meeting



259-1-026-20230411	Eligible	Direct Allocation	Facilities & Construction Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 30,930	\$ -	\$ 30,930	\$ -	\$ -	56014 - 400000	Approved at the 9/12/2022 State Board Meeting
259-1-027-20230411	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 508,940	\$ -	\$ 508,940	\$ -	\$ -	56014 - 250000	Approved at the 9/12/2022 State Board Meeting
259-1-028-20230411	Eligible	Direct Allocation	Central Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 144,200	\$ -	\$ 144,200	\$ -	\$ -	56014 - 250000	Approved at the 9/12/2022 State Board Meeting
259-1-029-20230411	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 84,410	\$ -	\$ 84,410	\$ -	\$ -	56014 - 220000	Approved at the 9/12/2022 State Board Meeting
259-1-030-20230411	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line: Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.	\$ 27,340	\$ -	\$ 27,340	\$ -	\$ -	56014 - 220000	Approved at the 9/12/2022 State Board Meeting

259-1-031-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56060 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-032-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 48,730	\$ -	\$ 24,365	\$ 24,365	\$ -	56060 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-033-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56060 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-034-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 27,000	\$ -	\$ 13,500	\$ 13,500	\$ -	56061 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-035-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 55,629	\$ -	\$ 27,815	\$ 27,815	\$ -	56061 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-036-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 27,000	\$ -	\$ 13,500	\$ 13,500	\$ -	56061 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-037-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for	\$ 31,000	\$ -	\$ 15,500	\$ 15,500	\$ -	56062 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-038-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 62,385	\$ -	\$ 31,193	\$ 31,193	\$ -	56062 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-039-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 31,000	\$ -	\$ 15,500	\$ 15,500	\$ -	56062 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-040-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56063 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-041-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 51,529	\$ -	\$ 25,765	\$ 25,765	\$ -	56063 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-042-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56063 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-043-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 16,000	\$ -	\$ 8,000	\$ 8,000	\$ -	56064 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-044-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 30,933	\$ -	\$ 15,467	\$ 15,467	\$ -	56064 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-045-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 16,000	\$ -	\$ 8,000	\$ 8,000	\$ -	56064 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-046-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56065 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-047-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 39,853	\$ -	\$ 19,927	\$ 19,927	\$ -	56065 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-048-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56065 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-049-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56066 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-050-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 53,094	\$ -	\$ 26,547	\$ 26,547	\$ -	56066 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-051-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56066 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-052-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 21,000	\$ -	\$ 10,500	\$ 10,500	\$ -	56067 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-053-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 43,695	\$ -	\$ 21,848	\$ 21,848	\$ -	56067 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-054-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 21,000	\$ -	\$ 10,500	\$ 10,500	\$ -	56067 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-055-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56068 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-056-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 41,046	\$ -	\$ 20,523	\$ 20,523	\$ -	56068 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-057-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56068 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-058-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 16,000	\$ -	\$ 8,000	\$ 8,000	\$ -	56069 - 100000	Approved at the 9/12/2022 State Board Meeting



259-1-059-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 33,252	\$ -	\$ 16,626	\$ 16,626	\$ -	56069 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-060-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for	\$ 16,000	\$ -	\$ 8,000	\$ 8,000	\$ -	56069 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-061-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 33,000	\$ -	\$ 16,500	\$ 16,500	\$ -	56070 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-062-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 64,099	\$ -	\$ 32,050	\$ 32,050	\$ -	56070 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-063-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 33,000	\$ -	\$ 16,500	\$ 16,500	\$ -	56070 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-064-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56071 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-065-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 35,680	\$ -	\$ 17,840	\$ 17,840	\$ -	56071 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-066-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56071 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-067-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 54,000	\$ -	\$ 27,000	\$ 27,000	\$ -	56072 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-068-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 107,803	\$ -	\$ 53,902	\$ 53,902	\$ -	56072 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-069-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 54,000	\$ -	\$ 27,000	\$ 27,000	\$ -	56072 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-070-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56073 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-071-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 51,528	\$ -	\$ 25,764	\$ 25,764	\$ -	56073 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-072-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56073 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-073-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 21,000	\$ -	\$ 10,500	\$ 10,500	\$ -	56074 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-074-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,087	\$ -	\$ 20,044	\$ 20,044	\$ -	56074 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-075-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 21,000	\$ -	\$ 10,500	\$ 10,500	\$ -	56074 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-076-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 126,000	\$ -	\$ 63,000	\$ 63,000	\$ -	56075 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-077-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 250,500	\$ -	\$ 125,250	\$ 125,250	\$ -	56075 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-078-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 126,000	\$ -	\$ 63,000	\$ 63,000	\$ -	56075 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-079-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for	\$ 27,000	\$ -	\$ 13,500	\$ 13,500	\$ -	56076 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-080-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 55,056	\$ -	\$ 27,528	\$ 27,528	\$ -	56076 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-081-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 27,000	\$ -	\$ 13,500	\$ 13,500	\$ -	56076 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-082-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56077 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-083-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for	\$ 48,233	\$ -	\$ 24,117	\$ 24,117	\$ -	56077 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-084-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56077 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-085-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 36,000	\$ -	\$ 18,000	\$ 18,000	\$ -	56078 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-086-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 72,959	\$ -	\$ 36,480	\$ 36,480	\$ -	56078 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-087-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 36,000	\$ -	\$ 18,000	\$ 18,000	\$ -	56078 - 100000	Approved at the 9/12/2022 State Board Meeting



259-1-088-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,000	\$ -	\$ 31,500	\$ 31,500	\$ -	56079 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-089-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 127,910	\$ -	\$ 63,955	\$ 63,955	\$ -	56079 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-090-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,000	\$ -	\$ 31,500	\$ 31,500	\$ -	56079 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-091-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56080 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-092-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 65,803	\$ -	\$ 32,902	\$ 32,902	\$ -	56080 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-093-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56080 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-094-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56081 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-095-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for	\$ 40,443	\$ -	\$ 20,222	\$ 20,222	\$ -	56081 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-096-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56081 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-097-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 27,000	\$ -	\$ 13,500	\$ 13,500	\$ -	56082 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-098-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 53,563	\$ -	\$ 26,782	\$ 26,782	\$ -	56082 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-099-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 27,000	\$ -	\$ 13,500	\$ 13,500	\$ -	56082 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-100-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56083 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-101-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 46,791	\$ -	\$ 23,396	\$ 23,396	\$ -	56083 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-102-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56083 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-103-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 28,000	\$ -	\$ 14,000	\$ 14,000	\$ -	56084 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-104-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 55,609	\$ -	\$ 27,805	\$ 27,805	\$ -	56084 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-105-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 28,000	\$ -	\$ 14,000	\$ 14,000	\$ -	56084 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-106-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	56085 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-107-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 61,951	\$ -	\$ 30,976	\$ 30,976	\$ -	56085 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-108-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	56085 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-109-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56086 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-110-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 36,903	\$ -	\$ 18,452	\$ 18,452	\$ -	56086 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-111-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56086 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-112-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 33,000	\$ -	\$ 16,500	\$ 16,500	\$ -	56087 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-113-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 66,634	\$ -	\$ 33,317	\$ 33,317	\$ -	56087 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-114-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 33,000	\$ -	\$ 16,500	\$ 16,500	\$ -	56087 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-115-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 35,000	\$ -	\$ 17,500	\$ 17,500	\$ -	56088 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-116-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 71,672	\$ -	\$ 35,836	\$ 35,836	\$ -	56088 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-117-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 35,000	\$ -	\$ 17,500	\$ 17,500	\$ -	56088 - 100000	Approved at the 9/12/2022 State Board Meeting



259-1-118-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 44,000	\$ -	\$ 22,000	\$ 22,000	\$ -	56089 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-119-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 89,022	\$ -	\$ 44,511	\$ 44,511	\$ -	56089 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-120-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 44,000	\$ -	\$ 22,000	\$ 22,000	\$ -	56089 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-121-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for	\$ 14,000	\$ -	\$ 7,000	\$ 7,000	\$ -	56090 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-122-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 28,756	\$ -	\$ 14,378	\$ 14,378	\$ -	56090 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-123-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 14,000	\$ -	\$ 7,000	\$ 7,000	\$ -	56090 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-124-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 68,000	\$ -	\$ 34,000	\$ 34,000	\$ -	56091 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-125-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 137,649	\$ -	\$ 68,825	\$ 68,825	\$ -	56091 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-126-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 68,000	\$ -	\$ 34,000	\$ 34,000	\$ -	56091 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-127-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 15,000	\$ -	\$ 7,500	\$ 7,500	\$ -	56092 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-128-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 30,484	\$ -	\$ 15,242	\$ 15,242	\$ -	56092 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-129-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 15,000	\$ -	\$ 7,500	\$ 7,500	\$ -	56092 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-130-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56093 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-131-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,624	\$ -	\$ 20,312	\$ 20,312	\$ -	56093 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-132-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56093 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-133-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 17,000	\$ -	\$ 8,500	\$ 8,500	\$ -	56094 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-134-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 34,453	\$ -	\$ 17,227	\$ 17,227	\$ -	56094 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-135-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 17,000	\$ -	\$ 8,500	\$ 8,500	\$ -	56094 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-136-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56095 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-137-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 45,905	\$ -	\$ 22,953	\$ 22,953	\$ -	56095 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-138-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56096 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-139-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 95,000	\$ -	\$ 47,500	\$ 47,500	\$ -	56096 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-140-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 188,246	\$ -	\$ 94,123	\$ 94,123	\$ -	56096 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-141-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 95,000	\$ -	\$ 47,500	\$ 47,500	\$ -	56096 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-142-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 108,000	\$ -	\$ 54,000	\$ 54,000	\$ -	56097 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-143-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 214,308	\$ -	\$ 107,154	\$ 107,154	\$ -	56097 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-144-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 108,000	\$ -	\$ 54,000	\$ 54,000	\$ -	56097 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-145-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 35,000	\$ -	\$ 17,500	\$ 17,500	\$ -	56098 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-146-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for	\$ 71,086	\$ -	\$ 35,543	\$ 35,543	\$ -	56098 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-147-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students	\$ 35,000	\$ -	\$ 17,500	\$ 17,500	\$ -	56098 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-148-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 29,000	\$ -	\$ 14,500	\$ 14,500	\$ -	56099 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-149-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students	\$ 56,395	\$ -	\$ 28,198	\$ 28,198	\$ -	56099 - 100000	Approved at the 9/12/2022 State Board Meeting



259-1-150-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 29,000	\$ -	\$ 14,500	\$ 14,500	\$ -	56099 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-151-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	56100 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-152-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 46,093	\$ -	\$ 23,047	\$ 23,047	\$ -	56100 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-153-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	56100 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-154-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 41,000	\$ -	\$ 20,500	\$ 20,500	\$ -	56101 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-155-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 80,510	\$ -	\$ 40,255	\$ 40,255	\$ -	56101 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-156-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 41,000	\$ -	\$ 20,500	\$ 20,500	\$ -	56101 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-157-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56150 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-158-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 53,509	\$ -	\$ 26,755	\$ 26,755	\$ -	56150 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-159-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56150 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-160-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 14,000	\$ -	\$ 7,000	\$ 7,000	\$ -	56151 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-161-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for	\$ 26,004	\$ -	\$ 13,002	\$ 13,002	\$ -	56151 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-162-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 14,000	\$ -	\$ 7,000	\$ 7,000	\$ -	56151 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-163-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for	\$ 29,000	\$ -	\$ 14,500	\$ 14,500	\$ -	56152 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-164-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 57,736	\$ -	\$ 28,868	\$ 28,868	\$ -	56152 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-165-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 29,000	\$ -	\$ 14,500	\$ 14,500	\$ -	56152 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-166-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 21,000	\$ -	\$ 10,500	\$ 10,500	\$ -	56153 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-167-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,415	\$ -	\$ 20,208	\$ 20,208	\$ -	56153 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-168-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 21,000	\$ -	\$ 10,500	\$ 10,500	\$ -	56153 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-169-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56154 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-170-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,951	\$ -	\$ 31,976	\$ 31,976	\$ -	56154 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-171-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56154 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-172-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 15,000	\$ -	\$ 7,500	\$ 7,500	\$ -	56155 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-173-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 29,525	\$ -	\$ 14,763	\$ 14,763	\$ -	56155 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-174-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for	\$ 15,000	\$ -	\$ 7,500	\$ 7,500	\$ -	56155 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-175-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56156 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-176-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 51,309	\$ -	\$ 25,655	\$ 25,655	\$ -	56156 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-177-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56156 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-178-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 39,000	\$ -	\$ 19,500	\$ 19,500	\$ -	56157 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-179-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 78,004	\$ -	\$ 39,002	\$ 39,002	\$ -	56157 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-180-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 39,000	\$ -	\$ 19,500	\$ 19,500	\$ -	56157 - 100000	Approved at the 9/12/2022 State Board Meeting



259-1-181-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 22,000	\$ -	\$ 11,000	\$ 11,000	\$ -	56158 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-182-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 43,407	\$ -	\$ 21,704	\$ 21,704	\$ -	56158 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-183-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 22,000	\$ -	\$ 11,000	\$ 11,000	\$ -	56158 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-184-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56159 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-185-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 53,725	\$ -	\$ 26,863	\$ 26,863	\$ -	56159 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-186-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56159 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-187-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56160 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-188-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 38,131	\$ -	\$ 19,066	\$ 19,066	\$ -	56160 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-189-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	56160 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-190-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56161 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-191-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 50,791	\$ -	\$ 25,396	\$ 25,396	\$ -	56161 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-192-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56161 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-193-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56162 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-194-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 46,596	\$ -	\$ 23,298	\$ 23,298	\$ -	56162 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-195-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56162 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-196-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	56163 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-197-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 78,388	\$ -	\$ 39,194	\$ 39,194	\$ -	56163 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-198-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	56163 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-199-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56164 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-200-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 44,268	\$ -	\$ 22,134	\$ 22,134	\$ -	56164 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-201-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56164 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-202-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 36,000	\$ -	\$ 18,000	\$ 18,000	\$ -	56165 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-203-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 73,977	\$ -	\$ 36,989	\$ 36,989	\$ -	56165 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-204-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 36,000	\$ -	\$ 18,000	\$ 18,000	\$ -	56165 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-205-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 13,000	\$ -	\$ 6,500	\$ 6,500	\$ -	56166 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-206-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,261	\$ -	\$ 13,131	\$ 13,131	\$ -	56166 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-207-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 13,000	\$ -	\$ 6,500	\$ 6,500	\$ -	56166 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-208-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	56167 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-209-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 46,700	\$ -	\$ 23,350	\$ 23,350	\$ -	56167 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-210-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	56167 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-211-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56168 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-212-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 50,021	\$ -	\$ 25,011	\$ 25,011	\$ -	56168 - 100000	Approved at the 9/12/2022 State Board Meeting



259-1-213-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,000	\$ -	\$ 13,000	\$ 13,000	\$ -	56168 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-214-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56169 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-215-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 38,858	\$ -	\$ 19,429	\$ 19,429	\$ -	56169 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-216-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56169 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-217-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56170 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-218-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 48,685	\$ -	\$ 24,343	\$ 24,343	\$ -	56170 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-219-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 25,000	\$ -	\$ 12,500	\$ 12,500	\$ -	56170 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-220-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56171 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-221-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 36,555	\$ -	\$ 18,278	\$ 18,278	\$ -	56171 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-222-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56171 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-223-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 34,000	\$ -	\$ 17,000	\$ 17,000	\$ -	56172 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-224-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 67,435	\$ -	\$ 33,718	\$ 33,718	\$ -	56172 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-225-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 34,000	\$ -	\$ 17,000	\$ 17,000	\$ -	56172 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-226-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 31,000	\$ -	\$ 15,500	\$ 15,500	\$ -	56173 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-227-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,569	\$ -	\$ 31,785	\$ 31,785	\$ -	56173 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-228-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 31,000	\$ -	\$ 15,500	\$ 15,500	\$ -	56173 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-229-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	56174 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-230-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 49,070	\$ -	\$ 24,535	\$ 24,535	\$ -	56174 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-231-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 24,000	\$ -	\$ 12,000	\$ 12,000	\$ -	56174 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-232-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 124,000	\$ -	\$ 62,000	\$ 62,000	\$ -	56175 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-233-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 248,874	\$ -	\$ 124,437	\$ 124,437	\$ -	56175 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-234-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 124,000	\$ -	\$ 62,000	\$ 62,000	\$ -	56175 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-235-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 38,000	\$ -	\$ 19,000	\$ 19,000	\$ -	56176 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-236-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 76,044	\$ -	\$ 38,022	\$ 38,022	\$ -	56176 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-237-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 38,000	\$ -	\$ 19,000	\$ 19,000	\$ -	56176 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-238-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56177 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-239-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 36,938	\$ -	\$ 18,469	\$ 18,469	\$ -	56177 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-240-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56177 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-241-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56178 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-242-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 37,463	\$ -	\$ 18,732	\$ 18,732	\$ -	56178 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-243-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56178 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-244-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56179 - 100000	Approved at the 9/12/2022 State Board Meeting



259-1-245-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 35,755	\$ -	\$ 17,878	\$ 17,878	\$ -	56179 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-246-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	56179 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-247-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56180 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-248-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 37,087	\$ -	\$ 18,544	\$ 18,544	\$ -	56180 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-249-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56180 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-250-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 39,000	\$ -	\$ 19,500	\$ 19,500	\$ -	56181 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-251-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 79,168	\$ -	\$ 39,584	\$ 39,584	\$ -	56181 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-252-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 39,000	\$ -	\$ 19,500	\$ 19,500	\$ -	56181 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-253-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 13,000	\$ -	\$ 6,500	\$ 6,500	\$ -	56182 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-254-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 26,316	\$ -	\$ 13,158	\$ 13,158	\$ -	56182 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-255-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 13,000	\$ -	\$ 6,500	\$ 6,500	\$ -	56182 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-256-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	56183 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-257-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 78,672	\$ -	\$ 39,336	\$ 39,336	\$ -	56183 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-258-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	56183 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-259-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 28,000	\$ -	\$ 14,000	\$ 14,000	\$ -	56184 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-260-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 55,835	\$ -	\$ 27,918	\$ 27,918	\$ -	56184 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-261-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 28,000	\$ -	\$ 14,000	\$ 14,000	\$ -	56184 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-262-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56185 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-263-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 46,374	\$ -	\$ 23,187	\$ 23,187	\$ -	56185 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-264-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 23,000	\$ -	\$ 11,500	\$ 11,500	\$ -	56185 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-265-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 59,000	\$ -	\$ 29,500	\$ 29,500	\$ -	56186 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-266-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 118,433	\$ -	\$ 59,217	\$ 59,217	\$ -	56186 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-267-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 59,000	\$ -	\$ 29,500	\$ 29,500	\$ -	56186 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-268-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 76,000	\$ -	\$ 38,000	\$ 38,000	\$ -	56187 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-269-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 152,446	\$ -	\$ 76,223	\$ 76,223	\$ -	56187 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-270-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 76,000	\$ -	\$ 38,000	\$ 38,000	\$ -	56187 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-271-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56188 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-272-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 37,903	\$ -	\$ 18,952	\$ 18,952	\$ -	56188 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-273-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 19,000	\$ -	\$ 9,500	\$ 9,500	\$ -	56188 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-274-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 33,000	\$ -	\$ 16,500	\$ 16,500	\$ -	56189 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-275-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 64,634	\$ -	\$ 32,317	\$ 32,317	\$ -	56189 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-276-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 33,000	\$ -	\$ 16,500	\$ 16,500	\$ -	56189 - 100000	Approved at the 9/12/2022 State Board Meeting



259-1-277-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	56190 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-278-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 61,951	\$ -	\$ 30,976	\$ 30,976	\$ -	56190 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-279-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 30,000	\$ -	\$ 15,000	\$ 15,000	\$ -	56190 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-280-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56191 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-281-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,951	\$ -	\$ 31,976	\$ 31,976	\$ -	56191 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-282-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56191 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-283-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56192 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-284-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,951	\$ -	\$ 31,976	\$ 31,976	\$ -	56192 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-285-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56193 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-286-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56193 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-287-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,951	\$ -	\$ 31,976	\$ 31,976	\$ -	56193 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-288-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56193 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-289-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56194 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-290-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,951	\$ -	\$ 31,976	\$ 31,976	\$ -	56194 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-291-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56194 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-292-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56195 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-293-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,951	\$ -	\$ 31,976	\$ 31,976	\$ -	56195 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-294-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56195 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-295-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56196 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-296-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide was is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 63,951	\$ -	\$ 31,976	\$ 31,976	\$ -	56196 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-297-20230411	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line: Central surveys suggested that the one of the most important use of ESSER funds would be to give building principals the ability to decide what is needed for their individual schools to support learning loss. Each school is giving an needs based allocation assessed with weighted enrollment to cover the costs of additional instruction supplies and materials needed for students and staff, the ability to contract with mentoring and tutoring organizations to support local community engagement within schools, and additional funds to pay staff for individualized before, lunch, and after school programming for students.	\$ 32,000	\$ -	\$ 16,000	\$ 16,000	\$ -	56196 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-298-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Raised concerns about workload issues for teachers supporting both students learning in person and remotely necessitated the need for a contractual additional pay item for teachers. To support this COVID-19 specific workload concern, additional pay for Teachers was needed for teachers to use additional planning time to prepare lessons when having learners both synchronously, and asynchronously due to quarantine requirements (\$25/hour up to \$50/day). See MOU for more information.	\$ 2,000,000	\$ -	\$ 2,000,000	\$ -	\$ -	56214 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-299-20230411	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Additional pay for para educators to supervise classrooms when another teacher is being used to cover a classroom due to COVID related quarantine requirements or due to a lack of substitute employees available to cover absences - see MOU for additional details, premium pay for classified substitute employees to promote recruitment and retention of classified substitutes to support an decreasing number of subs available. See pay schedule for more details by job type.	\$ 1,000,000	\$ -	\$ 1,000,000	\$ -	\$ -	56214 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-300-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to urban district enrollment decline because of the COVID-19 pandemic, the district experienced significant loss of general fund and supplemental general budget required to maintain current staffing levels and keep existing supports in place in schools. The district would have had to cut approximately 300 positions across all weighted funding sources in order to maintain budget authority in fiscal year 2022. This COVID enrollment reduction necessitates the use of ESSER funds to maintain existing operations, services, and employ existing staff. See backup for positions being funded directly out of ESSER for additional details	\$ 20,647,497	\$ -	\$ 20,647,497	\$ -	\$ -	56214 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-301-20230411	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022.</p>	\$ 800,170	\$ -	\$ 800,170	\$ -	\$ -	56214 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-302-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows: This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of March 11, 2022. Actively employed teachers on a short-term leave of absence or FMLA leave on March 11, 2022 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of March 11, 2022 are not eligible and will not receive the lump sum payment.</p>	\$ 4,804,430	\$ -	\$ 4,804,430	\$ -	\$ -	56214 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-303-20230411	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	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>*A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021.</p> <p>*B second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022.</p>	\$ 51,320	\$ -	\$ 51,320	\$ -	\$ -	56214 - 230000	New Line Item
259-1-304-20230411	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	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows: This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>*A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment.</p> <p>*B second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of March 11, 2022. Actively employed teachers on a short-term leave of absence or FMLA leave on March 11, 2022 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of March 11, 2022 are not eligible and will not receive the lump sum payment.</p>	\$ 66,420	\$ -	\$ 66,420	\$ -	\$ -	56214 - 230000	Approved at the 9/12/2022 State Board Meeting



259-1-305-20230411	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022.</p>	\$ 260,650	\$ -	\$ 260,650	\$ -	\$ -	56214 - 250000	Approved at the 9/12/2022 State Board Meeting
259-1-306-20230411	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows: This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of March 11, 2022. Actively employed teachers on a short-term leave of absence or FMLA leave on March 11, 2022 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of March 11, 2022 are not eligible and will not receive the lump sum payment.</p>	\$ 7,550	\$ -	\$ 7,550	\$ -	\$ -	56214 - 250000	Approved at the 9/12/2022 State Board Meeting

259-1-307-20230411	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	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022.</p>	\$ 605,460	\$ -	\$ 605,460	\$ -	\$ -	56214 - 260000	Approved at the 9/12/2022 State Board Meeting
259-1-308-20230411	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022.</p>	\$ 17,800	\$ -	\$ 17,800	\$ -	\$ -	56214 - 270000	Approved at the 9/12/2022 State Board Meeting

259-1-309-20230411	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	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022.</p>	\$ 188,570	\$ -	\$ 188,570	\$ -	\$ -	56214 - 310000	Approved at the 9/12/2022 State Board Meeting
259-1-310-20230411	Eligible	Direct Allocation	Facilities & Construction Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022.</p>	\$ 27,960	\$ -	\$ 27,960	\$ -	\$ -	56214 - 400000	Approved at the 9/12/2022 State Board Meeting

259-1-311-20230411	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	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022.</p>	\$ 125,490	\$ -	\$ 125,490	\$ -	\$ -	56214 - 210000	Approved at the 9/12/2022 State Board Meeting
259-1-312-20230411	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows: This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of March 11, 2022. Actively employed teachers on a short-term leave of absence or FMLA leave on March 11, 2022 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of March 11, 2022 are not eligible and will not receive the lump sum payment.</p>	\$ 854,810	\$ -	\$ 854,810	\$ -	\$ -	56214 - 210000	Approved at the 9/12/2022 State Board Meeting

259-1-313-20230411	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022.</p>	\$ 40,720	\$ -	\$ 40,720	\$ -	\$ -	56214 - 220000	Approved at the 9/12/2022 State Board Meeting
259-1-314-20230411	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows: This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of March 11, 2022. Actively employed teachers on a short-term leave of absence or FMLA leave on March 11, 2022 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of March 11, 2022 are not eligible and will not receive the lump sum payment.</p>	\$ 422,990	\$ -	\$ 422,990	\$ -	\$ -	56214 - 220000	Approved at the 9/12/2022 State Board Meeting

259-1-315-20230411	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	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for classified staff was as follows: This MOU is between the Service Employees International Union (SEIU) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 12/17/21 and who received pay between 12/31/20 and 12/17/21. The payment will be calculated on wages paid between 12/31/20 and 12/17/21. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 12/17/21 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on December 17, 2021.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, will be paid to each eligible member of the bargaining unit who is actively employed as of 3/11/22 and who received pay between 3/26/21 and 3/11/22. The payment will be calculated on wages paid between 3/26/21 and 3/11/22. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on 3/11/22 who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment. All payments will be made on March 11, 2022.</p>	\$ 251,720	\$ -	\$ 251,720	\$ -	\$ -	56214 - 240000	Approved at the 9/12/2022 State Board Meeting
259-1-316-20230411	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	<p>New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows: This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022.</p> <p>•A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment.</p> <p>•A second 1% lump-sum payment subject to taxes, KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of March 11, 2022. Actively employed teachers on a short-term leave of absence or FMLA leave on March 11, 2022 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of March 11, 2022 are not eligible and will not receive the lump sum payment.</p>	\$ 449,390	\$ -	\$ 449,390	\$ -	\$ -	56214 - 240000	Approved at the 9/12/2022 State Board Meeting

259-1-317-20230411	Eligible	Direct Allocation	Other Support Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. MOU for certified staff as follows: This MOU is between the United Teachers of Wichita (UTW) and Unified School District 259, Wichita Public Schools (the "district") regarding additional, one-time compensation for all current, actively employed staff if they remain actively employed through December 17, 2021 and March 11, 2022. •A 1.5% lump-sum payment subject to taxes and KPERS and other legally mandated deductions, based on the teacher's 2021-22 base contract salary, will be paid to teachers actively employed as of December 17, 2021. Actively employed teachers on a short-term leave of absence or FMLA leave on 12/17/21 will be eligible to receive this payment. Teachers who were on unpaid leave of absence or paid administrative leave as of December 17, 2021 are not eligible and will not receive the lump sum payment.	\$ 1,880	\$ -	\$ 1,880	\$ -	\$ -	56214 - 290000	Approved at the 9/12/2022 State Board Meeting
259-1-318-20230411	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 573,400	\$ -	\$ 573,400	\$ -	\$ -	56214 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-319-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 3,774,000	\$ -	\$ 3,774,000	\$ -	\$ -	56214 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-320-20230411	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 40,600	\$ -	\$ 40,600	\$ -	\$ -	56214 - 230000	Approved at the 9/12/2022 State Board Meeting
259-1-321-20230411	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 57,600	\$ -	\$ 57,600	\$ -	\$ -	56214 - 230000	Approved at the 9/12/2022 State Board Meeting
259-1-322-20230411	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 222,000	\$ -	\$ 222,000	\$ -	\$ -	56214 - 250000	Approved at the 9/12/2022 State Board Meeting
259-1-323-20230411	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 6,500	\$ -	\$ 6,500	\$ -	\$ -	56214 - 250000	Approved at the 9/12/2022 State Board Meeting



259-1-324-20230411	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 513,800	\$ -	\$ 513,800	\$ -	\$ -	56214 - 260000	Approved at the 9/12/2022 State Board Meeting
259-1-325-20230411	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 14,700	\$ -	\$ 14,700	\$ -	\$ -	56214 - 270000	Approved at the 9/12/2022 State Board Meeting
259-1-326-20230411	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 141,500	\$ -	\$ 141,500	\$ -	\$ -	56214 - 310000	Approved at the 9/12/2022 State Board Meeting
259-1-327-20230411	Eligible	Direct Allocation	Facilities & Construction Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 23,300	\$ -	\$ 23,300	\$ -	\$ -	56214 - 400000	Approved at the 9/12/2022 State Board Meeting

259-1-328-20230411	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 92,900	\$ -	\$ 92,900	\$ -	\$ -	56214 - 210000	Approved at the 9/12/2022 State Board Meeting
259-1-329-20230411	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 670,100	\$ -	\$ 670,100	\$ -	\$ -	56214 - 210000	Approved at the 9/12/2022 State Board Meeting
259-1-330-20230411	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	56214 - 220000	Approved at the 9/12/2022 State Board Meeting
259-1-331-20230411	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 361,500	\$ -	\$ 361,500	\$ -	\$ -	56214 - 220000	Approved at the 9/12/2022 State Board Meeting

259-1-332-20230411	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 198,100	\$ -	\$ 198,100	\$ -	\$ -	56214 - 240000	Approved at the 9/12/2022 State Board Meeting
259-1-333-20230411	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 383,500	\$ -	\$ 383,500	\$ -	\$ -	56214 - 240000	Approved at the 9/12/2022 State Board Meeting
259-1-334-20230411	Eligible	Direct Allocation	Other Support Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: Due to the challenges staff faced through the 2020-21 school year in regards to educating students between a combination of remote services and in person learning, and the district's inability during the 2020-21 school year to offer salary improvements due to uncertain revenue losses due to the impacts on enrollment from remote school and COVID enrollment loss, the BOE approved a 2% lump sum COVID premium payment to be paid to employees in August 2021 for those employees that were employed during the 2020-21 school year.	\$ 1,600	\$ -	\$ 1,600	\$ -	\$ -	56214 - 290000	Approved at the 9/12/2022 State Board Meeting
259-1-335-20230411	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 342,690	\$ -	\$ 342,690	\$ -	\$ -	56214 - 100000	Approved at the 9/12/2022 State Board Meeting

259-1-336-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 1,981,787	\$ -	\$ 1,981,787	\$ -	\$ -	56214 - 100000	Approved at the 9/12/2022 State Board Meeting
259-1-337-20230411	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 24,310	\$ -	\$ 24,310	\$ -	\$ -	56214 - 230000	Approved at the 9/12/2022 State Board Meeting
259-1-338-20230411	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 34,400	\$ -	\$ 34,400	\$ -	\$ -	56214 - 230000	Approved at the 9/12/2022 State Board Meeting
259-1-339-20230411	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 132,690	\$ -	\$ 132,690	\$ -	\$ -	56214 - 250000	Approved at the 9/12/2022 State Board Meeting
259-1-340-20230411	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 3,900	\$ -	\$ 3,900	\$ -	\$ -	56214 - 250000	Approved at the 9/12/2022 State Board Meeting

259-1-341-20230411	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 307,010	\$ -	\$ 307,010	\$ -	\$ -	56214 - 260000	Approved at the 9/12/2022 State Board Meeting
259-1-342-20230411	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 8,750	\$ -	\$ 8,750	\$ -	\$ -	56214 - 270000	Approved at the 9/12/2022 State Board Meeting
259-1-343-20230411	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 84,600	\$ -	\$ 84,600	\$ -	\$ -	56214 - 310000	Approved at the 9/12/2022 State Board Meeting
259-1-344-20230411	Eligible	Direct Allocation	Facilities & Construction Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 13,930	\$ -	\$ 13,930	\$ -	\$ -	56214 - 400000	Approved at the 9/12/2022 State Board Meeting
259-1-345-20230411	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 55,450	\$ -	\$ 55,450	\$ -	\$ -	56214 - 210000	Approved at the 9/12/2022 State Board Meeting

259-1-346-20230411	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 400,460	\$ -	\$ 400,460	\$ -	\$ -	56214 - 210000	Approved at the 9/12/2022 State Board Meeting
259-1-347-20230411	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 17,950	\$ -	\$ 17,950	\$ -	\$ -	56214 - 220000	Approved at the 9/12/2022 State Board Meeting
259-1-348-20230411	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 216,000	\$ -	\$ 216,000	\$ -	\$ -	56214 - 220000	Approved at the 9/12/2022 State Board Meeting
259-1-349-20230411	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 118,350	\$ -	\$ 118,350	\$ -	\$ -	56214 - 240000	Approved at the 9/12/2022 State Board Meeting

259-1-350-20230411	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 229,240	\$ -	\$ 229,240	\$ -	\$ -	56214 - 240000	Approved at the 9/12/2022 State Board Meeting
259-1-351-20230411	Eligible	Direct Allocation	Other Support Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line: For the 2021-22 school year, the district's board of education approved a 2% COVID premium payment for all staff actively employed with the district as of 5/26/22, to compensate staff for the on going challenges faced related to serving students with the complications of across the board staff shortages, increased COVID regulations and workloads, additional responsibilities to improve learning loss in students, and navigating the complexities of offering services during mandatory quarantines.	\$ 990	\$ -	\$ 990	\$ -	\$ -	56214 - 290000	Approved at the 9/12/2022 State Board Meeting

**Kansas CommonApp (2020)**

3784-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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# 286\_Chautauqua County Community School\_ESSER II Plan\_Change (copy)

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Applicant details

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<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Chautauqua County Community School
<b>Applicant / Mailing Address</b>	
	416 E. Elm Suite B Sedan, KS 67361
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Kay Hill
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	hillk@usd286.org
<b>Applicant / Phone Number</b>	6207253187

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

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

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Application details



The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name Chautauqua County Community School

District Number 286

Mailing Address | Street Address 416 E Elm Suite B

Mailing | City Sedan

Mailing Address | Zip Code 67361

Authorized Representative of the District | Name Kay Hill

Authorized Representative of the District | Position or Title Superintendent

Authorized Representative of the District | Email Address hillk@usd286.org

Authorized Representative of the District | Phone Number +16207253187

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

Other District Representative 1 | Email Address searsk@usd286.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.

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

We plan to add an elementary counselor for our PreK-6 students. Currently, we have one counselor for approximately 380 students. Data from CC Survey and MySabers shows our students have become disconnected from school. This school year we are seeing more mental health issues. The ability to have a counselor for each building will allow us to offer more supports. We plan to add a reading intervention teacher for K-3. Our RIT will be able to targeted skills for those who are showing learning loss. During the pandemic it was difficult for our K-3 to be as focused online. We feel some students have missed essential skills. This teacher will be able to work with students and staff to close those gaps. The Summer Camp program will help us keep ours students engaged during the summer. We are offering summer school to PreK-12. We plan to offer some engaging hands-on learning for students. Metal, Woods, Hunter Safety, Drones, and Number Ninjas are just a few of the activities. We have requested money for supplies and curriculum. During the pandemic, students in our Agriculture CTE courses missed out on many hands-on learning experiences. For the 2021-2022 school year, we plan to offer additional time for students to have project-based experiences in Agriculture CTE courses. We plan to hire a part-time teacher/teacher aide to provide our Ag teacher with additional time and supports to work with our students on projects within the CTE curriculum. These courses provide our students to become career and college-ready and to become leaders in a global economy. Premium Retention Pay for certified and classified staff to retain experienced teaching staff and recruit new teachers necessary to maintain the operations and continuity of our adopted programs as well as deflect further learning loss due to COVID-19.

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

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

### Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER 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

Kay L Hill

Date

03/06/2023

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

USD	District Name	Data as of
286	Chautauqua Co Com	1/30/2023

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
286-1-001-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	The pandemic has impacted the mental health of our students. In order to address the learning needs we also need to address the mental health needs. Our plan is to add an elementary counselor. We currently have only one counselor to serve close to 385 students. By providing more time and attention to our PreK-6 we will be able to offer more supports to all student in our school. Our data has shown our students are more depression and disengaged due to the pandemic. We want to be able to add the supports they need to be successful in the classroom and outside the classroom.	\$ 54,400	\$ 54,400	\$ -	\$ -	\$ -	34140	Approved at 6/9/2021 State Board Meeting
286-1-002-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	In order to close the learning gaps due to the pandemic in reading for our K-3 student we plan to add a teacher for reading interventions. Our students missed important learning last school year and our data is showing gaps especially in early literacy. It will be our goal to have all students reading on grade level by 3rd grade. By adding this position we will be able to provide consistent and target assistance to students that show learning regression from lost instructional time during the pandemic.	\$ 56,200	\$ 56,200	\$ -	\$ -	\$ -	34140	Approved at 6/9/2021 State Board Meeting
286-1-003-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE TO SUMMER OF 2022 We want to expand our summer programs to include PreK-12 grade. We have budgeted 4 teachers (\$11,142) to help provide ways to close the educational gaps caused by the pandemic. PreK-5 will have target assistance with reading and math and JR-SR High will build on project-based learning to re-engage our students in school. Courses in Metals, Woods, Drones, Computers, Art, credit recovery, individual tutoring will help re-engage, keep students on track to graduate, and provide for social emotional learning. We will be working in conjunction with our 21st Century Grant. We anticipate 15-20 middle school students, 10-15 high school students, and 50-60 elementary students.	\$ 11,142	\$ -	\$ 11,142	\$ -	\$ -	34140	Approved at 9/14/2021 State Board Meeting
286-1-004-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	CHANGE TO SUMMER OF 2022 We have budgeted \$2000 for supplies and \$3032 for curriculum. This budget will be used to support the summer school project-based learning and reading and math targeted assistance. Summer programs were needed to address the learning needs due to the pandemic and the learning loss data is showing from our students.	\$ 5,032	\$ -	\$ 5,032	\$ -	\$ -	34100	Approved at 9/14/2021 State Board Meeting



286-1-005-20230411	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Our data has show that our student are not as engaged in learning as they were prior to the pandemic. We see the need to expand our CTE courses to provide student with more engaging, project-rich curriculum. We would like to add a part-time teacher in our agriculture programs to help our current teacher offer more hands-on experiences for our students. This would provide students who are interested in vocational careers the opportunity to work as a team, problem solve, build communication skills, and promote college/technical school readiness. With the pandemic our students lost opportunities to participate in many hands-on, project based learning. With the additional supports our CTE course could offer more hands-on experiences. Students would benefit from the additional time and instructor to help with those experiences. Paid as part-time teacher and instructional aide.	\$ 35,500	\$ 35,500	\$ -	\$ -	\$ -	34140	Approved at 6/9/2021 State Board Meeting
286-1-006-20230411	Eligible	Direct Allocation	0	0	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase various cleaning supplies to sanitize and clean school facilities.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	0	Approved at 6/9/2021 State Board Meeting
286-1-007-20230411	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Our focus will be with identifying and supporting learning gaps that have been caused by the pandemic. Those interventions will be focused on reading and math and other subject areas. K-12 site license for IXL Learning will provide interventions in math, ELA, science and social studies. This is a digital software that our students can use year round and can also be delivered remotely if necessary.	\$ 7,845	\$ 7,845	\$ -	\$ -	\$ -	34180	Approved at 6/9/2021 State Board Meeting
286-1-008-20230411	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE TO SUMMER OF 2022 We want to expand our summer programs to include PreK-12 grade. We have budgeted 5 instructional aides (\$8,881) to help provide ways to close the educational gaps caused by the pandemic. PreK-5 will have target assistance with reading and math and JR-SR High will build on project-based learning to re-engage our students in school. Courses in Metals, Woods, Drones, Computers, Art, credit recovery, individual tutoring will help re-engage, keep students on track to graduate, and provide for social emotional learning. We will be working in conjunction with our 21t Century Grant. We anticipate 15-20 middle school students, 10-15 high school students, and 50-60 elementary students.	\$ 8,881	\$ -	\$ 8,881	\$ -	\$ -	34140	Approved at 9/14/2021 State Board Meeting
286-1-009-20230411	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 Retention Pay for classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19- 23 staff members	\$ 12,600	\$ 12,600	\$ -	\$ -	\$ -	34140	Approved at 9/14/2021 SBM. Full time, full year: \$600, Full Time, school year: \$400, Part Time School year \$200. Department heads-\$1000 (transportation director, food services directors, custodial directors)

286-1-010-20230411	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW ITEM: Purchase 2 Smartboards for additional classrooms to space out students for social distancing due to COVID and to address learning loss due to the pandemic.	\$ 5,753	\$ 5,753	\$ -	\$ -	\$ -	34180	Approved at 9/14/2021 SBM
286-1-011-20230411	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 Retention Pay for certified staff to retain experienced teaching staff, and recruit new teachers necessary to maintain the operations and continuity of our adopted programs as well as deflect further learning loss due to COVID-19. 38 certified staff	\$ 38,000	\$ 38,000	\$ -	\$ -	\$ -	34140	Approved at 9/14/2021 SBM. \$1000 per person
286-1-012-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: Professional learning for staff to address learning loss due to the COVID pandemic. Staff will participate in two additional professional development days with LETRS training and technology training provided by Greenbush.	\$ 13,500	\$ 13,500	\$ -	\$ -	\$ -	34140	Approved at 9/14/2021 SBM- 23 Staff, impacts approximately 300 students
286-1-013-20230411	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	NEW ITEM: We are adding a teacher assistant to help with our Hispanic students. Those students need an interpreter to assist with the learning loss we are seeing due to COVID-19 pandemic. They did not have the supports needed to be successful. This position will provide those supports.	\$ 18,594	\$ 18,594	\$ -	\$ -	\$ -	34140	Approved at 9/14/2021 SBM- impacts approximately 4 students
286-1-014-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change:We had one staff member that was not included in the original request. Premium Retention Pay for classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19 23 staff members	\$ 400	\$ 400	\$ -	\$ -	\$ -	34140	Approved for \$400 FY 21 at 6/14/2022 State Board

286-1-015-20230411	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW ITEM: Technology for students and staff. Due to Covid we have increase use of intervention programs that are web-based. In order to continue to use and monitor those programs we need to purchase some additional computers for teachers and students. We will purchase some 68 student Chromebooks, 5 desktops for classrooms, and 5 teacher laptops.	\$ 28,189	\$ 28,189	\$ -	\$ -	\$ -	34180	Approved for \$28,189 FY 21 at 6/14/2022 State Board
286-1-016-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: Phonics Program for K-3 95% Group This program will help students receive consistent evidence and research-based phonics instruction to improve outcomes. The lessons are designed to provide systematic phonics instruction across the grade levels to accommodate both in-person and remote learning.	\$ 9,061	\$ 9,061	\$ -	\$ -	\$ -	34100	Approved for \$9,060.70 FY 21 at 6/14/2022 State Board
286-1-017-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: Purchase a new reading program for K-5 students. Open Court will be used to help us fill gaps for students that we have seen through learning loss due to remote learning and COVID 19. We need to see improvements and to catch students up as quickly as we can. The teachers put in over 15 hours researching best practices, reviewing curriculums, and choosing the ones that they think will help us catch our students up in the most effective manner. We feel this curriculum will help us	\$ 36,389	\$ 36,389	\$ -	\$ -	\$ -	34100	Approved for \$36,389.15 FY 21 at 6/14/2022 State Board
286-1-018-20230411	Eligible	Direct Allocation	0	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	NEW ITEM: Purchase Edgenuity licenses to help students with credit recovery. We have found several students have not been able to recover yet from learning gaps caused by the pandemic. These students will be able to continue with classes and also make up courses that they need to keep them on track for graduation.	\$ 9,750	\$ 9,750	\$ -	\$ -	\$ -	0	Approved for \$9,750.00 FY 21 at 6/14/2022 State Board
286-1-019-20230411	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 Retention Pay for certified staff to retain experienced teaching staff, and recruit new teachers necessary to maintain the operations and continuity of our adopted programs as well as deflect further learning loss due to COVID-19. 48 certified staff this is \$600 per teacher including fixed charges.This includes special education staff working for cooperative.	\$ 32,360	\$ 32,360	\$ -	\$ -	\$ -	43140	New Line Item

286-1-020-20230411	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 Retention Pay for classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19- 50 staff members -approxiametly \$300 per staff member including fixed charges	\$ 18,526	\$ 18,699	\$ -	\$ -	\$ -	34140	New Line item
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**Kansas CommonApp (2020)**

3846-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



KPavmlrD

# 395\_LaCrosse\_ESSER II\_Change (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 395

**Applicant / Mailing Address**

616 Main Street  
P.O. Box 778  
La Crosse, KS 67548

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

**Applicant / Email Address of Owner, CEO, or Executive Director** bkeeley@usd395.org

**Applicant / Phone Number** 785-222-2505

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

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name	Unified School District No. 395
District Number	395
Mailing Address   Street Address	PO Box 778
Mailing   City	La Crosse
Mailing Address   Zip Code	67548
Authorized Representative of the District   Name	Helen Showalter
Authorized Representative of the District   Position or Title	Deputy Clerk
Authorized Representative of the District   Email Address	hshowalter@usd395.org
Authorized Representative of the District   Phone Number	+17852222505
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 wide impact on the students, staff and families of USD 395. Unforeseen obstacles have risen in the wake of the pandemic, affecting a significant number of households. The inability to return to school at the start of the pandemic altered student success overall.

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.

Funds will be utilized for health and safety of students and staff within the USD 395 and towards the continued success of all students. Purchasing Educational Technology like Clear Touch boards will help provide support to remote learning and provide a more interactive experience rather than being placed on an iPad, trying to see and hear appropriately. Funds will also be used to help provide salaries for counseling and oversight of the mental health of our students due to the impact of the Covid pandemic. To address learning loss, funds will be used to purchase educational programs for math and english as well as help provide funds for our Jump Start Summer Program.

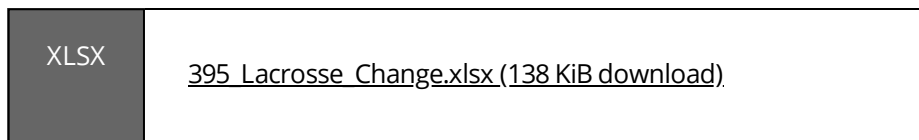
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will use a combination of communication with students, teachers, parents and staff, etc. to determine the continued impact from COVID-19 and the impact ESSER II expenditures have on our district outcomes.

## 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

Helen Showalter

Date

07/14/2022

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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
395	LaCrosse	4/3/2023

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
395-1-001-20230411	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	*CHANGE REQUEST* We are purchasing 18 new Clear Touch boards to use in our classrooms to help us address learning loss that occurred over the past year. This technology will allow our teachers to spend more time engaging the students and will also allow for better social distancing. This purchase includes online access to assist students who may need to be in remote learning, supplemental online learning, as well as provides professional training for staff.	\$ 42,283	\$ -	\$ 42,283	\$ -	\$ -	28-000-1000-736	Approved at 8/9/2022 State Board Meeting. These clear touch boards will allow our teachers to deliver video classroom instruction or video conferencing via Zoom for remote learners in covid quarantine, have tested positive or the school needs to shut down for any extended time or go to a hybrid learning environment. These machines have the capability of Zooming in on several students at once along with a 3-d view of the classroom while the main screen is showing instructional materials. All at once!! You can use many conferencing call applications, as well as share the screens of websites being used, or the applications open. There is a white board option too as well, which offers both the online learners and the in class learners a clear view of materials being presented. These clear touch boards will be a very valuable teaching tool for all of our teachers to use. As far as addressing learning loss, the clear touch boards will allow interactive instruction from the teacher as well as peer-tutoring strategies that any student absent for any extended period of time for any reason could use to help each other catch up with lost instruction! I believe these interactive TVs will allow those remote students a more interactive experience rather than being placed on an iPad, trying to see and hear appropriately
395-1-002-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	*CHANGE REQUEST* We will be using ESSER II funds to help with providing counseling and oversight of the mental well being of our students due to the impact of the Covid pandemic. This will be a new position and we are requesting funds to support the teacher's salary for this area. This will be for the 2021-22 and 2022-23 school years.	\$ 91,907	\$ -	\$ 91,907	\$ -	\$ -	28-000-1000-110	Approved at 8/9/2022 State Board Meeting.
395-1-003-20230411	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	*NEW ITEM* Purchase enVision Math 2.0 Common Core (K-5) Curriculum plus Digital Courseware for K-5 classrooms. Updated and aligned curriculum will allow for effective remediation of learning loss due to COVID.	\$ 12,874	\$ -	\$ 12,874	\$ -	\$ -	06-210-1000-644	Approved at 8/9/2022 State Board Meeting.

395-1-004-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	*NEW ITEM* We will be using ESSER II funds to help with providing counseling and oversight of the mental well being of our students due to the impact of the Covid pandemic. This will be for the 2022-23 school year.	\$ 32,448	\$ -	\$ 32,448	\$ -	\$ -	28-000-1000-110	Approved at 8/9/2022 State Board Meeting. This is a new position.
395-1-005-20230411	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	*NEW ITEM* Purchase Savvas myPerspectives English Language Arts for 7-12 classrooms. Updated curriculum will help with learning loss.	\$ 11,741	\$ -	\$ 11,741	\$ -	\$ -	06-310-1000-644	Approved at 8/9/2022 State Board Meeting.
395-1-006-20230411	Eligible	Direct Allocation	Building Improvements	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	*NEW ITEM* Replace 3 roof top mini split HVA units with high efficiency units to improve air quality in those sections of the high school.	\$ 30,350	\$ -	\$ 30,350	\$ -	\$ -	16-310-4700-700	New Line Item. Allowable if meets CDC guidelines.
395-1-007-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	*NEW ITEM* We will be using ESSER II funds to help with staff pay and supplies for our Jump Start Summer School program. This helps provide students impacted by Covid 19 learning loss additional support and provides an opportunity for extended learning.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	28-000-1000-110	Approved at 8/9/2022 State Board Meeting. This is a three-week session and it is for 2 staff members and supplies.

**Kansas CommonApp (2020)**

3847-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



RoyNjbmO

# 401\_Chase\_Raymond ESSER II Plan\_1021 (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** 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

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start

# Application" listed under Child Care Capacity Accelerator

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

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

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 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.

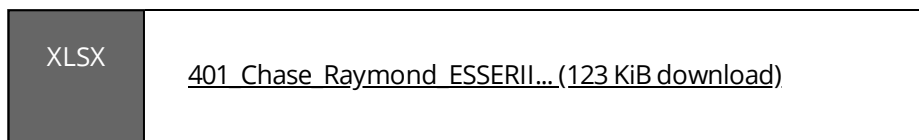
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

## Certification

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

Electronic Signature

Dr. 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-Raymond	4/3/2023

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
401-1-001-20230411	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.	\$ 22,413	\$ 22,413	\$ -	\$ -	\$ -	07-1600	Change Request-Was approved for \$175,000 in SFY 2021. Purchased Boardworks.
401-1-002-20230411	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. Medical Facilities licesure CLIA waiver fee. Required to utilize the test to stay and learn plan. Testing was required in order to keep our school operations functioning.	\$ 1,729	\$ 1,729	\$ -	\$ -	\$ -	07-2600-600	Approved at 11/9/2021 State Board Meeting.
401-1-003-20230411	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	3. Providing principals and other school leaders with resources to address individual school needs	COVID Aides to assist with supervision, the implementation and monitoring of safety protocols.	\$ 14,593	\$ 9,109	\$ 5,484	\$ -	\$ -	07-1000-120	New Line Item.
401-1-004-20230411	Eligible	Direct Allocation	Instruction	Supplies & Materials	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Purchase of HMH Core ELA, Science & Social Studies curriculum resource to include digital and print editions. Previously no online materials were available Teachers use programs to provide in-person and electronic materials, and students can learn from anywhere with this technology addition. Supplemental resources that will provide small group intervention for students who have experienced learning loss.	\$ 119,185	\$ 101,883	\$ 17,302	\$ -	\$ -	07-1000-644-000	New Line Item. A decision will be made on the curriculum to be purchased by April. This will be purchased this summer.

401-1-005-20230411	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	TV's, mounting, cords and connections to in person, remote, and hybrid learning environments. The purchase of TV's to replace out of order or unfunctional projectors.	\$ 11,920	\$ 11,920	\$ -	\$ -	\$ -	07-1000-700-000	New Line Item.
401-1-006-20230411	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	90 Chromebooks for students	\$ 27,889	\$ -	\$ 27,889	\$ -	\$ -	07-1000-700-000	New Line Item. Replacing Chromebooks and supplying students with Chromebooks who currently do not have them in case they have to quarantine due to COVID-19.

**Kansas CommonApp (2020)**

3827-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



YVRPRqVB

# 419\_Canton-Galva\_ESSER II\_Change\_0322

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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)**

## Application details

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name	Canton-Galva
District Number	419
Mailing Address   Street Address	P.O. Box 317
Mailing   City	Canton
Mailing Address   Zip Code	67428
Authorized Representative of the District   Name	Jim Struber
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	struberj@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 in 2020, the number of missed days during the 2020-2021 school 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 was up about 25% from years prior to COVID at the jr./sr. high school. District-wide MAPS testing scores were showing negative growth as well. During the 2020-2021 school year, we had five at-risk students who were 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 had 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 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.

We have used our ESSER funds to provide counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, summer school, and hosting credit recovery sessions for 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? 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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Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

Canton-Galva USD 419 currently has provided 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 have been used and will continue to be used for 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 has been used to hire an at-risk facilitator during the school year for junior/senior high school students. This person facilitates credit recovery courses, after-school programs, and Imagine Learning courses.

ESSER II funding is also 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 which 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 look at Fastbridge testing scores 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.

### **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 Struber

Date

03/22/2023

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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	3/27/2023

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
419-1-001-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	3-21-23 CHANGE REQUEST - (Less expenses than we originally planned) Pay teacher salaries for summer school to help kids "catch-up" to or maintain grade level expectations.	\$ 17,000	\$ 8,500	\$ 2,500	\$ 6,000	\$ -	07-1000-110-150	Change Request: previously approved for \$33,000 total
419-1-002-20230411	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	Approved at the October 2021 State Board Meeting
419-1-003-20230411	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	3-21-23 CHANGE REQUEST - (With less salaries paid we need less budget in Soc. Sec.) Pay social security contributions towards instructional summer school salaries.	\$ 1,200	\$ 500	\$ 200	\$ 500	\$ -	07-1000-220-150	Change Request: Amount increased from \$6,500 total
419-1-004-20230411	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.

419-1-005-20230411	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 October 2021 State Board Meeting.
419-1-006-20230411	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	Approved at 5/11/2021 State Board Meeting.
419-1-007-20230411	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.
419-1-008-20230411	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.
419-1-009-20230411	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	3-21-23 CHANGE REQUEST Salaries not as much as expected - Salaries for bus drivers to pick up and drop off kids for summer school.	\$ 1,100	\$ 1,100	\$ -	\$ -	\$ -	07-2710-120-150	Change Request: decrease from \$6,600 total
419-1-010-20230411	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.



419-1-011-20230411	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	Approved at October 2021 State Board Meeting.
419-1-012-20230411	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.
419-1-013-20230411	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.
419-1-014-20230411	Eligible	Direct Allocation	Support Services - 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	3-21-23 - CHANGE REQUEST - Changed from Allocation 3 to Allocation 8 - 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.

419-1-015-20230411	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	3-21-23 - CHANGE REQUEST - Online credit recovery software to help student earn credits they missed due to COVID	\$ 17,000	\$ 5,000	\$ 5,000	\$ 7,000	\$ -	07-1000-650-150	Change Request: Increased from \$10,000 total
419-1-016-20230411	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	3-21-23 CHANGE REQUEST - (Added additional salary) 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.	\$ 41,000	\$ -	\$ 25,000	\$ 16,000	\$ -	07-1000-120-150	Change Request: Increased from \$25,000 SFY 22. 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 Edgenuity courses.
419-1-017-20230411	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	3-21-23 CHANGE REQUEST - (With KDHE Grant, not as much funding was needed) Purchasing additional PPE Products such as face masks, etc.	\$ 1,200	\$ -	\$ 1,200	\$ -	\$ -	07-2600-610-150	Change Request: Increased from \$3,192 SFY 22
419-1-018-20230411	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	Approved at October 2021 State Board Meeting.

419-1-019-20230411	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	Approved at October 2021 State Board Meeting.
419-1-020-20230411	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	Approved at October 2021 State Board Meeting.
419-1-021-20230411	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	Approved at October 2021 State Board Meeting.
419-1-022-20230411	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	Approved at October 2021 State Board Meeting.
419-1-023-20230411	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	Approved at October 2021 State Board Meeting.

419-1-024-20230411	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	Approved at October 2021 State Board Meeting.
419-1-025-20230411	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	Approved at October 2021 State Board Meeting.
419-1-026-20230411	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	Approved at October 2021 State Board Meeting.
419-1-027-20230411	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	Approved at October 2021 State Board Meeting.
419-1-028-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	New Item - We have hired a certified teacher that fills in as a sub as well as helping students that have fallen behind due to covid or other reasons. This will cover a small portion of her salary.	\$ 4,800	\$ -	\$ -	\$ 4,800	\$ -	07-1000-110-150	New Line Item
419-1-029-20230411	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	New Item - Social Security to cover the At-Risk Coordinator not included before and the Social Sec. for our certified teacher.	\$ 3,692	\$ -	\$ 2,000	\$ 1,692	\$ -	07-1000-220-150	New Line Item

**Kansas CommonApp (2020)**

3832-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



mlqDPDvV

# 457\_GardenCity\_ESSER II Plan\_0821 (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>	Garden City Public Schools - 457
<b>Applicant / Mailing Address</b>	1205 Fleming St Garden City KS 67846
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Colleen Drees
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	cdrees@gckschools.com
<b>Applicant / Phone Number</b>	620-805-7007

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

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

<b>Fiscal Agent / Name (if applicable)</b>	Colleen Drees
<b>Fiscal Agent / Email (if applicable)</b>	cdrees1@gckschools.com

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## Application details

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name USD 457 Garden City Public Schools

District Number 457

Mailing Address | Street Address 1205 N Fleming St

Mailing | City Garden City

Mailing Address | Zip Code 67846

Authorized Representative of the District | Name Colleen Drees

Authorized Representative of the District | Position or Title Financial Officer

Authorized Representative of the District | Email Address cdrees1@gckschools.com

Authorized Representative of the District | Phone Number +16208057007

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

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

Our community has been greatly impacted by COVID-19 in a variety of areas that range from economic, emotional, and overall learning loss. This loss has been evenly spread across our student population that totals approximately 7000. Our children are struggling with learning loss from the pandemic, but also they're facing the social/emotional impacts at home with increased stressors due to a variety of factors including socioeconomic. We believe prioritizing more support in the classroom and targeted after school programs to support our students will help tremendously. We have a goal of getting all of our children to grade level by 2024 with the use of the ESSER funds to help establish more support for our staff and professional development. You will see these goals reflected in our initiatives with this plan.

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

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

The funding will be used to continue funding the programs that were applied for under ESSER I. I anticipate that with this next Quarterly REport for ESSER I will be mostly spent if not all.

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

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

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

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

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

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

Training and professional development for staff of the local 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 plan encompasses a variety of initiatives ranging from in-class student support, programming, books and direct instructional necessities. We have also strategically planned for more support for our students with additional staffing with special assignments and assembling teams to collect, analyze and implement plans for addressing the needs of our students based of of performance/testing scores and a variety of other metrics. We have also needed to plan for additional support staff for a variety of functions such as HR, health paras, counselors etc. The school district has struggled with filling positions so it has made it instrumental to our success to utilize innovative thinking in our plans to address the needs of our students and staff.

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

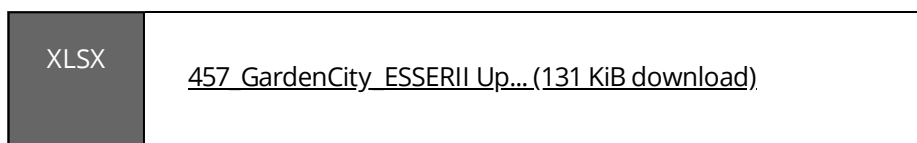
Before deciding how to allocated ESSER II funds we will be assembling an evaluation committee to sit down with all of the approved plans and proposals for ESSER II funds to review, analyze and consider what benchmarks have been achieved with all of the programs.

Currently our instruction office has been sitting down with the staff in charge of each program that we have applied funding for to map out what success/goals may look like for each individual program. These goals can be anything from measuring the number of times a new program has been utilized, number of communications, testing scores of students, surveys, committees, number of plans, and other methods.

### Notes on ESSER II application Excel template:

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

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



## Local Education Agency (LEA) Assurances

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

- 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

Colleen Drees

Date

08/26/2021

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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
457	Garden City	3/27/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
457-1-001-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	We are prioritizing our student's social emotional well-being, due to the Covid 19 pandemic and indications that student's stress and anxiety has increased. Students' social-emotional well-being will be positively impacted in the districts 20 buildings by providing a space for students to utilize sensory materials to de-escalate emotional responses, anxiety, and stress. Administration and staff will receive training to effectively utilize these materials to increase appropriate classroom interactions. Total costs include space, materials. Allocation was based on the needs of each individual building (Please see attached document for additional information).	\$ 300,000	\$ -	\$ 300,000	\$ -	\$ -	117 e 1000 11 0000 011 01 610	Approved at 10/12/2021 State Board Meeting.
457-1-002-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	This program consists of interactive lessons that adapt to each student providing the ultimate personalized learning experience. The digital platform has the ability to allow all teachers, throughout the district, to assign lessons based on the current grade level standards being taught in the classroom. This will allow teachers to address learning loss caused by Covid 19 and continue to meet individual student's needs in their classrooms. This year is a one year extension of the Dreambox.	\$ 98,576	\$ -	\$ 98,576	\$ -	\$ -	117 E 1000 21 0000 002 04 610	Approved at 10/12/2021 State Board Meeting.
457-1-003-20230411	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	A .5 assistant principal will support all areas of operation in Garfield Early Childhood Center including, but not limited to: Covid 19 tracking, contact tracing, and coordination of health services, analyzing performance reports on staff/students to monitor learning loss due to covid , provide professional development, attend and make recommendations during individual student meetings, and ensure kindergarten readiness in all students.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	117 E 1000 21 0000 001 01 111	Approved at 10/12/2021 State Board Meeting.

457-1-004-20230411	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The early childhood center operates with a waiting list. An additional classroom will increase the number of students entering kindergarten socially, emotionally and academically prepared for success. This funding will provide the cost for one additional teaching position. This classroom will provide for social distancing and mitigate Covid 19 learning loss so that students will come to Kindergarten academically prepared for curriculum.	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ -	117 E 1000 21 0000 001 01 111	Approved at 10/12/2021 State Board Meeting.
457-1-005-20230411	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchasing of iPads, cases and licensing fees will provide 300 paras with the necessary equipment to support teachers and students in the classroom to meet their educational goals and to address learning loss due to Covid while also providing an extra layer of protection so that staff and students are not forced to share devices which significantly reduces the chance of Covid 19 transmission.	\$ 120,900	\$ -	\$ 120,900	\$ -	\$ -	117 E 1000 01 0000 017 01 736	Approved at 10/12/2021 State Board Meeting.
457-1-006-20230411	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring an additional staff member designated as a Teacher On Special Assignment (TOSA) in the Freshman Academy will provide an increased level of support for teachers during Professional Learning Communities (PLC's). The additional support will focus on the analysis of student achievement data to drive instruction and provide appropriate intervention strategies for better student outcomes resulting in incremental steps in closing the achievement gap caused by Covid 19. Providing the early intervention to 9th graders will ultimately help Garden City High School achieve it's goal of a 95% graduation rate by 2024.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	117 E 1000 09 0000 001 01 111	Approved at 10/12/2021 State Board Meeting.
457-1-007-20230411	Eligible	Direct Allocation	School Library Services	Books	12. Addressing learning loss among students, including vulnerable populations	Due to COVID, our school district had numerous books that were not returned after remote learning. These funds will not only help replenish our inventory but will provide greater opportunity for students to explore new genres with a wide variety of topics. Increasing a student's access to print improves their reading skills, specifically with fluency and vocabulary development and will further address the learning loss due to Covid. The library program will be able to provide an approach to not limit the amount of books checked out for free reading. Data will be collected on the checkout turnover rate compared to the reading achievement for particular classes. We anticipate that students who may lack some internet resources at home will have available reading materials.	\$ 46,000	\$ -	\$ 46,000	\$ -	\$ -	117 E 2222 06 7176 176 00 641 (14 accts)	Approved at 10/12/2021 State Board Meeting.

457-1-008-20230411	Eligible	Direct Allocation	School Library Services	Books	12. Addressing learning loss among students, including vulnerable populations	We would like for students who need support with decoding to have access to books that are written to strategically provide students with opportunities to interact with words they are unfamiliar with, while introducing a few new words and terms. With this method, the student can read more fluently and therefore increase comprehension which will lead to closing the gap seen due to Covid. We would also like to provide older readers, with Covid learning loss, who still need phonics and decoding support with decodable options that meet their needs. These books will be available in classroom libraries and for teachers to use in the classroom. The decodable books will provide on grade level instruction to supplement phonics instruction based on student's needs through our intervention program. Data will be collected to see the correlation between students' progress monitoring and screening data with the on grade level interventions provided with decodable books.	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	117 E 2222 07 7119 119 00 641 (7 accts)	Approved at 10/12/2021 State Board Meeting.
457-1-009-20230411	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Due to Covid 19, we have seen an increase in students who are suicidal, stressed, or dealing with trauma. This additional positions provides a masters-level, credentialed school counselor to work with high-risk students across multiple areas. The counselor will focus on developing a student's academics, college and career readiness and their social & emotional skills. Specifically, this position supports those students who are suicidal, stressed, or dealing with other traumas and identifying available resources to assist and refer students as appropriate.	\$ 70,000	\$ -	\$ 70,000	\$ -	\$ -	117 E 2122 08 0000 001 00 111	Approved at 10/12/2021 State Board Meeting.
457-1-010-20230411	Eligible	Direct Allocation	Instructional Staff Training Services	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	This mini conference will educate staff on the impacts of poverty and trauma and how to effectively meet the needs of students to impact the social emotional needs and the academic learning gaps created due to Covid learning loss.	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	117 E 2213 01 0000 002 01 320	Approved at 10/12/2021 State Board Meeting.

457-1-011-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Students will engage in high interest and innovative robotics lessons to increase achievement in science, technology, engineering and math (STEM). Students will improve in the areas of math, reading, and science to address learning loss due to Covid. Students will read technical manuals, engage in problem solving, and calculate codes to make their robots work properly through STEM activities. The expectation will be that students who can and need to exhibit critical thinking skills will be able to do so through an avenue that is not a standardized test. Students in intervention groups and enrichment groups will be given the exposure to this hands on curriculum where we expect the data to correlate to their problem solving achievement in our screener and state assessment.	\$ 6,994	\$ -	\$ 6,994	\$ -	\$ -	117 E 1000 17 7147 147 04 610 (2acct)	Approved at 10/12/2021 State Board Meeting.
457-1-012-20230411	Eligible	Direct Allocation	Improvement of Instruction Services	Professional - Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Each of the district's 20 buildings will have a team that will closely monitor the building and district data to design and devise strategies and professional development within the building to support students and staff with priorities of closing the gap caused by Covid 19 for social emotional well-being, literacy and math. This amount will provide extra duty pay for team members.	\$ 130,000	\$ -	\$ 130,000	\$ -	\$ -	117 E 2210 03 7176 176 00 111 (18 acct)	Approved at 10/12/2021 State Board Meeting.
457-1-013-20230411	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Students that are identified to be academically behind due to Covid 19 will be provided the opportunity to receive additional content area support from multiple staff members in a smaller, more controlled environment.	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	117 E 1000 08 7128 128 01 113	Approved at 10/12/2021 State Board Meeting.
457-1-014-20230411	Eligible	Direct Allocation	Instructional Staff Training Services	Professional - Education Services	3. Providing principals and other school leaders with resources to address individual school needs	The Leader in Me program is based on the "7 Habits of Highly Successful People". Staff will receive training in order to pass along these principles to the students to develop a culture of learning and leadership. This program is designed to allow students to see more in themselves and others, create positive classroom interactions between staff and students and between students and students. These positive classroom interactions will allow staff and students to focus more on academic rigor in the classroom on a daily basis. This will address social emotional and academic achievement gaps brought on by the Covid pandemic.	\$ 28,078	\$ -	\$ 28,078	\$ -	\$ -	117 E 2213 02 7140 140 01 320	Approved at 10/12/2021 State Board Meeting.

457-1-015-20230411	Eligible	Direct Allocation	Hardware Maintenance and Support	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Although the school district had a one-to-one device initiative at some grade levels prior to the pandemic, the decision to go fully remote for instruction, due to Covid, expedited the process to allow all students to have devices that were taken home. The increase in iPad usage at home, especially with the younger, less mature students resulted in more repair needs than previously experienced. The timeliness of these repairs or in some cases replacement was critical in order to support the digital resources needed to carry out the instruction assigned by the classroom teacher when quarentining due to Covid.	\$ 55,269	\$ -	\$ 55,269	\$ -	\$ -	117 E 2586 17 0000 002 01 736	Approved at 10/12/2021 State Board Meeting.
457-1-016-20230411	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	TNTP (The New Teacher Project) will provide a coaching/learning experience that helps teachers align their practice with the belief that all kids can meet high standards. Teachers will dive deep into high standards and what they require of students and peers. This will ultimately lead to increased student achievement in the areas of reading and math, to address additional learning loss due to Covid 19 (Please Review attached document for additional information).	\$ 300,000	\$ -	\$ 300,000	\$ -	\$ -	117 E 1000 01 0000 002 01 320	Approved at 10/12/2021 State Board Meeting.
457-1-017-20230411	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	The parent engagement program will be modeled after the Literacy Integrated Family Engagement (LIFE) program formally organized by Kansas Reading Roadmaps (KRR). Families will work with the school to create connections that will deepen children's relationships with their parents and enhance their literacy skills, which have been negatively impacted due to Covid. Parents and students work together to become lifelong learners through activities that are organized to build a support network for parents with the school and other parent participants.	\$ 56,900	\$ -	\$ 56,900	\$ -	\$ -	117 E 2100 07 7126 126 01 610 (4 accts)	Approved at 10/12/2021 State Board Meeting.
457-1-018-20230411	Eligible	Direct Allocation	Support Services - Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	TNTP (The New Teacher Project) will provide a "Good to Great" summer school program that is a coaching/learning experience that helps teachers align their practice with four researched-based principles of quality instruction and the belief that all kids can meet high standards. Teachers will dive deep into high standards and what they require of students and teachers. This will ultimately lead to increased student achievement in the areas of reading and math, addressing learning loss due to Covid. This separate program will directly focus on providing this learning experience during the summer. (Please see attached document for additional information).	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	117 E 2200 01 0000 001 01 320	Approved at 10/12/2021 State Board Meeting.



457-1-019-20230411	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Students will utilize these headphones while using their iPads and working in Fastforward. This program helps develop and strengthen the cognitive skills necessary for successful reading and learning. This will specifically target students with English Language Learning needs, struggling readers, and the hearing impaired. Having effective headphones available for students will provide for clear adaptive instruction and effective achievement on reading progress to address learning loss due to covid. These will be available to students in the classroom to assist with focus, as well as for home use as needed due to quarentining. We will track data on students who use the program and headphones with fidelity compared to peers that don't have effective headphones. We believe the data will show that students with high quality headphones will see significant increases in their reading achievement.	\$ 16,098	\$ -	\$ 16,098	\$ -	\$ -	117 E 1000 07 0000 02 11 736	Approved at 10/12/2021 State Board Meeting.
457-1-020-20230411	Eligible	Direct Allocation	Community Relations	Technology-Related Software	3. Providing principals and other school leaders with resources to address individual school needs	Remind is a mobile messaging platform that aims to help teachers, parents, students, and administrators in K-12 schools to communicate with everyone at once. Teachers use remind to communicate with students and parents, deliver learning resources, and provide timely feedback. This program bridges the gap between school and home communication. This platform may also be utilized for a variety of other communications from preparedness related events or emergencies and has proven to be invaluable from the classroom, school and district level communication due to Covid 19. This will be used to communicate Covid related plans.	\$ 18,860	\$ -	\$ 18,860	\$ -	\$ -	117 E 2322 17 0000 002 03 735	Approved at 10/12/2021 State Board Meeting.
457-1-021-20230411	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	12. Addressing learning loss among students, including vulnerable populations	This funding will provide Wi-Fi access to on all route and activity busses for students who may otherwise not have access to the internet. Our geographic location requires our students to travel great distances for extra-curricular activities and in some cases up to an hour one-way, for routes to and from school. The time on buses for students is significant and access to Wi-Fi while using their school iPads would allow them to access resources for learning to assist in addressing Covid 19 learning loss.	\$ 128,000	\$ -	\$ 128,000	\$ -	\$ -	117 E 1000 17 0000 002 02 736	Approved at 10/12/2021 State Board Meeting.
457-1-022-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	This program supports students who are performing below grade level in reading by providing them with access to digital print. This provides opportunities to read at various levels to improve reading skills that include fluency, comprehension, and vocabulary which have been impacted by Covid. This program also offers opportunities to build background knowledge and increase content knowledge to impact improvement and close learning gaps due to Covid.	\$ 146,530	\$ -	\$ 146,530	\$ -	\$ -	117 E 1000 03 0000 002 01 610	Approved at 10/12/2021 State Board Meeting.

457-1-023-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	TutorMe is an online education platform that provides on-demand tutoring and online courses. We currently have a very limited pool of volunteers that can provide tutoring after school hours to students. Utilization of this platform will help us bridge the gap between our available resources and the demand of our student's educational needs that have been impacted by Covid. The program allows for 24/7 access to tutors in over 300 subject areas. Students can connect with a tutor within one minute of requesting it. They have a shared application where the tutor and student can interact in real time with voice and video. Student data on classes requested and the amount of time they are on TutorMe is available in a dashboard that administration can analyze the work done and see a transcript of the support given. This will allow interventionist, instructional coaches, teachers, and administration analyze the need of each student to help them be successful in the classes they show the most need/learning loss due to Covid.	\$ 16,500	\$ -	\$ 16,500	\$ -	\$ -	117 E 1000 03 0000 002 02 610	Approved at 10/12/2021 State Board Meeting.
457-1-024-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Offering an after school program for all 11, K-6 buildings will help to address gaps in achievement caused by Covid for those students . This program will provide a more concentrated learning experience for the students who attend who have learning loss due to Covid. The components of the program will address reading, math, and enrichment activities which will support the student's social emotional development also impacted by Covid.	\$ 1,010,000	\$ -	\$ 1,010,000	\$ -	\$ -	117 E 1000 07 0000 001 06 111 (12 accts)	Approved at 10/12/2021 State Board Meeting.
457-1-025-20230411	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The addition of one classified support person per building (total of 14 paras) will allow for schools to better serve students that have been identified with academic and/or behavior gaps through our MTSS process. This additional personnel will focus on math, reading, and behavior intervention to mitigate losses due to Covid for our students under the supervision of a certified staff member. This, along with a focus to improve our core instruction, will reduce the number of students that are needing Tier II and Tier III intervention support.	\$ 380,000	\$ -	\$ 380,000	\$ -	\$ -	117 E 1000 07 0000 001 80 121	Approved at 10/12/2021 State Board Meeting.

457-1-026-20230411	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	As an extension to The New Teacher Project Summer Institute in 2021, TNTP will provide inservice training for all K-6 staff during the school year. This approach ensures teachers hone and strengthen their instructional approach while gaining additional content specific strategies to add to their toolkit, to more effectively address learning loss due to Covid. The school year model will build on what teachers learned in the summer, with cycles of teaching, reflection and preparation spread throughout the year to provide ongoing teacher development.	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	117 E 2213 01 0000 005 70 330	Approved at 10/12/2021 State Board Meeting.
457-1-027-20230411	Eligible	Direct Allocation	Support Services - Instruction	Part-Time Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	USD 457 employs approximately 1,200 employees. Additional HR support has been need to assist with the high volume of COVID related employee issues including, employee absence tracking, coordination with the Finney County Health Department on quarantine timelines for employees, working from home accommodations, medical accommodations requests, substitute teacher issues and many other related HR items that directly impact the need to keep qualified teachers instructing our students during these difficult times. We are requesting 1/2 of the salary of this position, as we can ensure that at least 50% of this staff member's time is being spent on covid-related activities. When our high volume of response efforts to covid-19 diminishes so will 50% of the responsibilities of this position. This position was hired due to the influx of duties that the HR office could not handle due to the exaverbation of Covid-19.	\$ 48,060	\$ -	\$ 48,060	\$ -	\$ -	117 E 2200 01 0000 001 01 113	Approved at 10/12/2021 State Board Meeting.
457-1-028-20230411	Eligible	Direct Allocation	Nursing Services	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	These health paraprofessionals will provide support to buildings and increase the amount of coverage we have on a daily basis to deal with the increased demands of our health services team because of the COVID pandemic. The health professionals (nurses and health paras) provide critical support for our students and staff to analyze and make recommendations for staff and students that are experiencing symptoms that might be related to COVID. They are also instrumental in a school district with approximately 8,200 people in assisting the local health department with contact tracing when it is necessary. The health paraprofessionals are required to have health service training and/or certifications in a health related field.	\$ 82,320	\$ -	\$ 82,320	\$ -	\$ -	117 E 2134 12 0000 001 02 121	Approved at 10/12/2021 State Board Meeting.

457-1-029-20230411	Eligible	Direct Allocation	Supervision of Health Services	Part-Time Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Prior to Covid-19, our Health Services Director worked part-time at a school as the school nurse and part-time at the District Office to manage Health Services and all the oversight of all the other school nurses. Once Covid-19 began in our community, our Health Services Director became our Full-Time Health Services Director and we had to hire several additional nurses due to covid-19 response activities. We are only asking for 50% of this position due to the split of administration duties separate from the additional covid - specific duties. Please see the attached document for additional information regarding duties specific to this position.	\$ 48,080	\$ -	\$ 48,080	\$ -	\$ -	117 E 2131 00 0000 000 01 113	Approved at 10/12/2021 State Board Meeting.
457-1-030-20230411	Eligible	Direct Allocation	Nursing Services	Full-Time Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	The addition of one registered nurse will provide support to buildings and increase the amount of coverage we have on a daily basis to deal with the increased demands of our health services team because of the COVID pandemic. The health professionals (nurses and health paras) provide critical support for our students and staff to analyze and make recommendations for staff and students that are experiencing symptoms that might be related to COVID. They are also instrumental in a school district with approximately 8,200 people in assisting the local health department with contact tracing when it is necessary. Additionally, the RN is also able to provide both rapid and PCR tests for our employees to speed up the turnaround time for results, keeping staff in front of kids more quickly.	\$ 63,720	\$ -	\$ 63,720	\$ -	\$ -	117 E 2134 12 0000 001 03 121	Approved at 10/12/2021 State Board Meeting.
457-1-031-20230411	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The instruction and Assessment Facilitator will provide support to all areas of instruction that require technology. This position will provide training videos, update resources and create learning documents and methods to track valuable data regarding implementation of various interventions and programs used to address learning loss due to Covid.	\$ 52,920	\$ -	\$ 52,920	\$ -	\$ -	117 E 2410 11 0000 001 01 111	Approved at 10/12/2021 State Board Meeting.

457-1-032-20230411	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These 3 additional positions provides a masters-level, credentialed school counselor to work with high-risk students across multiple areas. The counselor will focus on developing a student's academics, college and career readiness and their social & emotional skills that has been negatively impacted by Covid 19. Specifically, this position supports those students who are suicidal, stressed, or dealing with other traumas and identifying available resources to assist and refer students as appropriate.	\$ 236,520	\$ -	\$ 236,520	\$ -	\$ -	117 E 2113 11 0000 001 01 111	Approved at 10/12/2021 State Board Meeting.
457-1-033-20230411	Eligible	Direct Allocation	Health Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This new position will oversee the district wellness plan, including implementation of staff wellness and trainings. Resources and wellness activities will be developed throughout the year. In addition to the physical health activities, there will be an emphasis placed on staff mental health throughout the daily struggles of providing education in a covid environment.	\$ 24,840	\$ -	\$ 24,840	\$ -	\$ -	117 E 2575 01 0000 001 34 121	Approved at 10/12/2021 State Board Meeting.
457-1-034-20230411	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring an additional staff member designated as a Teacher On Special Assignment (TOSA) that will be split between two of our larger elementary schools will provide an increased level of support for teachers during Professional Learning Communities (PLC's). The additional support will focus on the analysis of student achievement data to drive instruction and provide appropriate intervention strategies for better student outcomes resulting in incremental steps in closing the achievement gap caused by Covid 19.	\$ 72,360	\$ -	\$ 72,360	\$ -	\$ -	117 E 2410 01 0000 001 01 111	Approved at 10/12/2021 State Board Meeting.
457-1-035-20230411	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring an additional staff member designated as a Teacher On Special Assignment (TOSA) that will be split between two of our intermediate centers with a combined enrollment of over 800 students will provide an increased level of support for teachers during Professional Learning Communities (PLC's). The additional support will focus on the analysis of student achievement data to drive instruction and provide appropriate intervention strategies for better student outcomes resulting in incremental steps in closing the achievement gap caused by Covid 19.	\$ 72,360	\$ -	\$ 72,360	\$ -	\$ -	117 E 2410 01 0000 001 01 111	Approved at 10/12/2021 State Board Meeting.

457-1-036-20230411	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	This will allow principals at each building to implement evidence based practices to close the achievement gap exacerbated due to Covid 19, through communication with staff, students and families. In order to address the needs of the schools, additional duties and extra time will be expected from staff to implement these strategies to impact academic loss in each of the schools. The extra salary paid to staff will be used to identify, strategize and analyze the individual learning needs in each school and design programs to address these needs. This amount was projected on a per child allocation, based on school enrollment, and unique needs of buildings to determine the final cost.	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ -	117 E 1000 15 7176 176 01 113	Approved at 10/12/2021 State Board Meeting.
457-1-037-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	This will allow buildings to implement evidence based practices to close the achievement gap exacerbated due to Covid 19, through communication with staff, students and families. This will include the purchase of supplies/materials to support the individual students' learning needs. This amount was projected on a per child allocation, based on school enrollment, and unique needs of buildings to determine the final cost. These funds will be utilized in each building to purchase Tier II and Tier III Instructional materials such as support materials to address interventions, phonics, readers, books, and textbooks. These supplies will be utilized to directly impact learning loss exacerbated by Covid-19.	\$ 180,000	\$ -	\$ 180,000	\$ -	\$ -	117 E 1000 15 7176 176 01 610	Approved at 10/12/2021 State Board Meeting.
457-1-038-20230411	Eligible	Direct Allocation	Instructional Staff Training Services	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	This funding will allow each principal to address and evaluate the training needs of their staff at each school and to purchase/provide professional development to address these needs. The priority is to empower and educate the staff at each school in the appropriate ways to address learning loss, identify social/emotional irregularities in students and adapt instruction to address the individual needs of each student at each school. Covid-19 has created learning loss in our students and we are identifying the best strategies and support for our staff and students to address the challenges that have presented. The professional development for each school's staff will be identified by the school principal and will be different than the other professional development trainings in other ESSER proposals.	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ -	117 E 1000 15 7176 176 01 582	Approved at 10/12/2021 State Board Meeting.

457-1-039-20230411	Eligible	Direct Allocation	Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This funding will allow our district to compensate our staff for the additional duties they have preformed due to mitigating the impacts of covid-19.	\$ 983,287	\$ -	\$ -	\$ 983,287	\$ -	117 E 1000 21 008 99 150	New Line Item. Retention Pay for 1,250 staff. The payout amount will be \$900 for classified and \$1,900 for certified staff members. This is expected to pay out in Sept 2022, Jan 2023, and May 2023. Staff was notified of this retention pay in Aug 2022. An additional \$1,200 will be paid out if staff stay till May 18th, 2023, as this is our last day. The overall payment for a classified staff if they stay till the last day would be \$2,100 and for certified it would be \$3,100.
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**Kansas CommonApp (2020)**

3845-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



OEKEMmoE

# 464\_Tonganoxie\_ESSER II Plan\_0325 (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** Tonganoxie USD 464

**Applicant / Mailing Address**

330 E. HWY 24-40  
Tonganoxie, KS 66086

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

**Applicant / Email Address of Owner, CEO, or Executive Director** tphillips@tong464.org

**Applicant / Phone Number** 9134161400

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

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

**Applicant / Federal EIN (if applicable)** 48-0698760

**Applicant / Website Address (if applicable)** www.tong464.org

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



The Mission of Tonganoxie Public Schools is to provide each student with a positive and personalized educational experience which empowers them to achieve high levels of success in all endeavors, make responsible choices, and become positive contributors to society.

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## Application details

The **Child Care Capacity Accelerator Grant Application** can be found by clicking on "Apply", and then selecting the specific "Start Application" listed under Child Care Capacity Accelerator

Full District Name Tonganoxie Unifed School District

District Number 464

Mailing Address | Street Address 330 E. HWY 24-40

Mailing | City Tonganoxie

Mailing Address | Zip Code 66086

Authorized Representative of the District | Name Tonya Phillips

Authorized Representative of the District | Position or Title Assistant Superintendent

Authorized Representative of the District | Email Address tphillips@tong464.org

Authorized Representative of the District | Phone Number +19134161400

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

Other District Representative 1 | Email Address wilson@tong464.org

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

Spring 2020 took the world by surprise, and Tonganoxie USD 464 was no different. We “survived” the spring semester and immediately began planning for the 20-21 school year. The community, as a whole, supported offering in person and remote learning. In person learning focused on unfinished learning from the spring, as well as prioritizing instructional content for each grade level. Remote learning also focused on these aspects, but also had an intentional focus on engagement and connections. Social emotional needs were also a major focus, as we know many of our students, even those who has never

shown signs of struggle, were coming back to us with social emotional needs we had never encountered. Using MAP data, we analyzed our students' academic needs and bolstered our tiered interventions. Our data showed what we expected, that while some students improved marginally in reading and math, many were showing no growth or a decline. Improving core instruction also became a focus. We identified Panorama as our social emotional screener, and gave the student survey in late Fall 2020. During this time, our county COVID numbers dictated that we go all remote between Thanksgiving and Christmas, so it was tough to get the Panorama survey completed remotely. Finally, we completed the survey, and the data showed that while our students had strong relationships with the adults at school, they were lacking in grit and self-efficacy.

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

Tonganoxie USD 464 plans to use its ESSER II funds in several ways. Personnel will be added to address specific issues. A counselor will be added to help address increased mental health/social emotional needs. Two ESOL aides will be added to address equity and inclusion for ESOL students. We also plan to hire one full time permanent substitute teacher for each building to address unfilled absences. If there is a day that a sub is not needed to fill an absence, the permanent substitute will be used to provide interventions for students.

ESSER II funds will also be used for providing summer school for students in grades K-12 for both intervention and credit recovery. Funds will pay for teachers, paras, intervention materials, and transportation.

To help close the academic gaps created by COVID, we will use funding for reading and math intervention materials, social emotional curriculum, and online curricular resources. We will also use funds to provide professional development for dyslexia, structured literacy, social emotional interventions, and reading and math interventions.

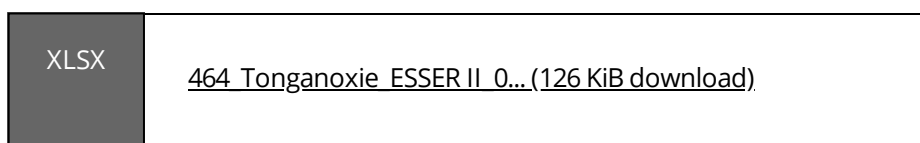
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Impact will be measured using MAP data, dyslexia screeners and progress monitors, Panorama social emotional screener, ASQ, graduation rates, state assessment data, and ACT scores.

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

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER 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 Wilson

Date

05/21/2021

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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
464	Tonganoxie	4/3/2023

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
464-1-001-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Panorama Social Emotional Screener- used to identify social emotional issues due to COVID and monitor progress. Also has Playbook (curriculum) teachers will use to address SEL issues.	\$ 5,750	\$ -	\$ 5,750	\$ -	\$ -	73 E 1000 610 0005 000	Approved at 6/9/2021 State Board Meeting.
464-1-002-20230411	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	Edgenuity- Online curriculum that will provide courses for credit recovery, test prep, and intervention for students struggling academically as a result of COVID.	\$ 33,000	\$ -	\$ 33,000	\$ -	\$ -	73 E 1000 610 0005 000	Approved at 6/9/2021 State Board Meeting.
464-1-003-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Counselor 1/2 TES 1/2 TMS- Additional counselor will serve at the elementary and middle schools to help address increased social emotional and mental health issues due to COVID.	\$ 43,800	\$ -	\$ 43,800	\$ -	\$ -	73 E 1000 110 0001 000	Approved at 6/9/2021 State Board Meeting.
464-1-004-20230411	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	ESOL Aides- Additional ESOL aides to address equity and inclusion issues for ESL students due to COVID.	\$ 29,500	\$ -	\$ 29,500	\$ -	\$ -	73 E 1000 120 0001 000	Approved at 6/9/2021 State Board Meeting.



464-1-005-20230411	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	3 Full Time Substitutes (1 per building)- Additional licensed substitutes in each building to address unfilled absences due to COVID.	\$ 92,588	\$ -	\$ 92,588	\$ -	\$ -	73 E 1000 112 0005 000	Approved at 6/9/2021 State Board Meeting. Per narrative, if there is a day that a sub is not needed to fill an absence, the permanent substitute will be used to provide interventions for students.
464-1-006-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Social /Emotional Curriculum - Second Step Social Emotional Curriculum to address additional social emotional and mental health issues due to COVID.	\$ 9,077	\$ -	\$ 9,077	\$ -	\$ -	73 E 1000 610 0005 000	Approved at 6/9/2021 State Board Meeting.
464-1-007-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Writing Curriculum- Writing intervention curriculum to address deficiencies due to COVID.	\$ 25,096	\$ -	\$ 25,096	\$ -	\$ -	73 E 1000 610 0005 000	Approved at 6/9/2021 State Board Meeting.
464-1-008-20230411	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Kitchen Staff- will provide meals during summer school to support our most at risk students and families.	\$ 11,500	\$ -	\$ 11,500	\$ -	\$ -	73 E 3120 120 0001 000	Approved at 6/9/2021 State Board Meeting.
464-1-009-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teachers TES- Teachers to teach students who need the most intensive remediation and intervention.	\$ 26,657	\$ -	\$ 26,657	\$ -	\$ -	73 E 1000 110 0001 000	Approved at 6/9/2021 State Board Meeting. Per applicant, Tonganoxie USD 464 will host summer school at all building levels to address the loss of learning due to COVID. MAP data, state assessment data, and local data was used to identify students. Eighty-five (85) students in grades K-5 will attend the summer program that will be staffed by 19 staff members. Fifty-two (52) middle school students will attend for learning loss and credit recovery that will be staffed by 7 staff members. The high school will have 35 students for learning loss and credit recovery that will be staffed by 5 staff members. Elementary will attend June 1-24, 8:30am-11:30am, and will include reading, math, and social emotional interventions, free breakfast and lunch, and free transportation. Middle and High school will attend June 1-17, 8:30am-11:30am, and will include reading, math, science, and social emotional interventions and credit recovery, free breakfast and lunch, and free transportation. We are employing teachers, paraeducators, counselors, student nutrition, and bus drivers.

464-1-010-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teachers TMS - Teachers to teach students who need the most intensive remediation and intervention.	\$ 10,085	\$ -	\$ 10,085	\$ -	\$ -	73 E 1000 110 0002 000	Approved at 6/9/2021 State Board Meeting.
464-1-011-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teachers THS- Teachers to teach students who need the most intensive remediation and intervention and credit recovery.	\$ 5,605	\$ -	\$ 5,605	\$ -	\$ -	73 E 1000 110 0003 000	Approved at 6/9/2021 State Board Meeting.
464-1-012-20230411	Eligible	Direct Allocation	Instruction	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	Band Instruments- additional large band instruments so students do not have to share instruments, reducing COVID risk.	\$ 31,552	\$ -	\$ 31,552	\$ -	\$ -	73 E 1000 610 0005 000	Approved at 6/9/2021 State Board Meeting.
464-1-013-20230411	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Bus Drivers Salaries- Bus drivers to transport the students who need the most intensive remediation and intervention.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	73 E 2700 120 0005 000	Approved at 6/9/2021 State Board Meeting.
464-1-014-20230411	Eligible	Direct Allocation	Improvement of Instruction Services	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	PD for Dyslexia Intervention & Journeys- professional development for dyslexia, structured literacy, and reading.	\$ 1,900	\$ -	\$ 1,900	\$ -	\$ -	73 E 2210 321 0005 000	Approved at 6/9/2021 State Board Meeting. Per narrative, To help close the academic gaps created by COVID, we will use funding for reading and math intervention materials, social emotional curriculum, and online curricular resources. We will also use funds to provide professional development for dyslexia, structured literacy, social emotional interventions, and reading and math interventions.
464-1-015-20230411	Eligible	Direct Allocation	Improvement of Instruction Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional PD - Covid related- social emotional interventions, and reading and math interventions.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	73 E 2210 110 0005 000	Approved at 6/9/2021 State Board Meeting.

464-1-016-20230411	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	Chromebooks for 1 to 1 Program- Ensure every student has access to technology, regardless if they are in school , remote, or virtual learning.	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	73 E 1000 610 0005 000	Approved at 6/9/2021 State Board Meeting. Per narrative, To help close the academic gaps created by COVID, we will use funding for reading and math intervention materials, social emotional curriculum, and online curricular resources. (emphasis added)
464-1-017-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Social Worker 1/2 TMS 1/2 THS to help identify needed student services and emotional health due to COVID	\$ 43,400	\$ -	\$ 43,400	\$ -	\$ -	73 E 1000 110 0002 000	Approved at 6/9/2021 State Board Meeting.
464-1-018-20230411	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Counselor at High School to help address increased social emotional and mental health issues due to COVID	\$ 51,760	\$ -	\$ 51,760	\$ -	\$ -	73 E 1000 110 0003 000	Approved at 6/9/2021 State Board Meeting.
464-1-019-20230411	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	TES Secretary during Summer School	\$ 955	\$ -	\$ 955	\$ -	\$ -	73 E 1000 120 0001 000	Approved at 6/9/2021 State Board Meeting.
464-1-020-20230411	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	TMS Secretary during Summer School	\$ 475	\$ -	\$ 475	\$ -	\$ -	73 E 1000 120 0002	Approved at 6/9/2021 State Board Meeting.
464-1-021-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Supplies for calm down room at TES; social and emotional supports for students who are struggling with trauma due to COVID	\$ 1,975	\$ -	\$ 1,975	\$ -	\$ -	73 E 1000 610 0005 000	New Line Item
464-1-022-20230411	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	Disposable masks for buildings and transportation- PPE for COVID	\$ 954	\$ -	\$ 954	\$ -	\$ -	73 E 2600 610 0005 000	New Line Item

464-1-023-20230411	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	Air Purifiers for Choir Rooms- equipment necessary to sanitize the air in a high risk area for COVID	\$ 540	\$ -	\$ 540	\$ -	\$ -	73 E 2600 610 0005 000	New Line Item
464-1-024-20230411	Eligible	Direct Allocation	Other Support Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional staff extra duties TES- additional duties for intervention to support learning loss due to COVID	\$ 40	\$ -	\$ 40	\$ -	\$ -	73 E 2900 110 0001 000	New Line Item
464-1-025-20230411	Eligible	Direct Allocation	Other Support Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional staff extra duties TES Social Security- additional duties for intervention to support learning loss due to COVID	\$ 3	\$ -	\$ 3	\$ -	\$ -	73 E 2900 220 0001 000	New Line Item
464-1-026-20230411	Eligible	Direct Allocation	Other Support Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional staff extra duties TES Unemployment- additional duties for intervention to support learning loss due to COVID	\$ 0	\$ -	\$ 0	\$ -	\$ -	73 E 2900 290 0001 000	New Line Item
464-1-027-20230411	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Kitchen staff to process Household Economic Survey- determine additional student supports due to COVID	\$ 1,490	\$ -	\$ 1,490	\$ -	\$ -	73 E 3120 120 0005 000	New Line Item
464-1-028-20230411	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Kitchen staff to process Household Economic Survey social security- determine additional student supports due to COVID	\$ 114	\$ -	\$ 114	\$ -	\$ -	73 E 3120 220 0005 000	New Line Item
464-1-029-20230411	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Middle school nurse salary	\$ 4,038	\$ -	\$ 4,038	\$ -	\$ -	73 E 2130 110 0002 000	New Line Item

464-1-030-20230411	Eligible	Direct Allocation	Health Services	Health and Accident Insurance	11A. Planning and implementing summer learning or enrichment programs	Middle school nurse insurance	\$ 8	\$ -	\$ 8	\$ -	\$ -	73 E 2130 213 0002 000	New Line Item
464-1-031-20230411	Eligible	Direct Allocation	Health Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Middle school nurse social security	\$ 309	\$ -	\$ 309	\$ -	\$ -	73 E 2130 220 0002 000	New Line Item
464-1-032-20230411	Eligible	Direct Allocation	Health Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Middle school nurse unemployment	\$ 4	\$ -	\$ 4	\$ -	\$ -	73 E 2130 290 0002 000	New Line Item
464-1-033-20230411	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Supplies for vision screenings as we only had one old piece of equipment for vision screenings. It was difficult to clean and disinfect and caused significant delays in testing. We purchased the new equipment to have enough for each building, and it is easy to maintain, clean, and disinfect, allowing us to screen students more efficiently and have less time out of class.	\$ 4,005	\$ -	\$ 4,005	\$ -	\$ -	73 E 2600 610 0005 000	New Line Item
464-1-034-20230411	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional supplies for vision screening-stands as we only had one old piece of equipment for vision screenings. It was difficult to clean and disinfect and caused significant delays in testing. We purchased the new equipment to have enough for each building, and it is easy to maintain, clean, and disinfect, allowing us to screen students more efficiently and have less time out of class.	\$ 489	\$ -	\$ 489	\$ -	\$ -	73 E 2600 610 0005 000	New Line Item
464-1-035-20230411	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Reading curriculum to address the learning gaps due to COVID.	\$ 35,662	\$ -	\$ -	\$ 35,662	\$ -	73 E 1000	New Line Item. We are currently looking into three different possibilities and will have a decision by the end of April and will be purchasing the curriculum in June or July.

## ESSER III 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	206	Remington-Whitewater	456	39%	\$ 532,416	\$ 468,408	88%	\$ 468,408	100%	\$ 1,027
2	234	Fort Scott	1,737	58%	\$ 4,080,503	\$ 4,080,503	100%	\$ 4,080,503	100%	\$ 2,350
3	306	Southeast Of Saline	646	21%	\$ 429,657	\$ 429,657	100%	\$ 429,657	100%	\$ 665
4	373	Newton	3,115	52%	\$ 5,143,506	\$ 5,114,884	99%	\$ 5,114,884	100%	\$ 1,642
5	445	Coffeyville	1,659	77%	\$ 5,177,321	\$ 1,862,791	36%	\$ 1,862,791	100%	\$ 1,123
6	484	Fredonia	618	51%	\$ 1,344,466	\$ 1,344,466	100%	\$ 1,344,466	100%	\$ 2,177
<b>Total</b>			<b>8,230</b>	<b>55%</b>	<b>\$ 16,707,869</b>	<b>\$ 13,300,709</b>	<b>80%</b>	<b>\$ 13,300,709</b>	<b>100%</b>	<b>\$ 1,616</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.

# ESSER III APPLICATION FOR D0206

Status

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Remington-Whitewater	110 S Main, Whitewater, KS 67154	Box 243, Whitewater, KS 67154
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Joe Gerber	jagerber@usd206.org	(316) 799-2115

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Martina Bumm	Business Manager/Board Clerk	mjbumm@usd206.org	(316) 799-2115
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Joe Gerber		jagerber@usd206.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd206.org/documents-and-publications/covid-information>

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 206 used all the CARES, SPARKS, and ESSER funding to make it through the 2020.21 and 2021.22 school years. With all the implementations during 2020.2021, 2021.22, and now into the 2022.23 school years, we wanted to make sure we impacted student learning to the best of our ability when using the ESSER funding. For example, additional custodians were hired and an additional school nurse. The major responsibility of the additional school nurse includes testing and prevention of covid and covid spread, communicating with families about how to proceed, and answering any questions from staff and community members. Through a Kansas Department of Health and Environment grant, we have been able to fund some of these endeavors. We would like to continue to utilize ESSER III funds for some safety measures including air quality, but most ESSER I and ESSER II funding was used on staffing, retention, and supplies like masks, gloves, and sanitizer. In addition, an outdoor classroom at our elementary school was a major expense. The district recognized the benefits of this as we worked through last year. And the Remington BOE accepted the proposals.

That being said, we will need to spend some of our ESSER III funds towards retention of staff, learning loss of students, HVAC upgrades that the KDHE grant doesn't cover, outdoor classroom continued expenses, an interventionist, a counselor, and targeted classroom expenditures such as anatomy of clay in our science class at the high school. Making sure students have adequate spacing (outdoor classroom) has been a priority which is why that project has already started.

The interventionists, like our school nurses and having three counselors in a district our size and an interventionist that focuses on students who are behind and the ongoing effects of covid, are very important pieces of our puzzle. Although USD 206 has been blessed to be face to face during most of the pandemic, our students were still impacted academically and socio-emotionally. Therefore, the interventionists are proactively planning how our district is planning to target those students not reaching benchmark. We will be able to gauge this school year if our interventionists are working, and continue that for another year, or even two, depending on what the data says. We use a variety of data, but specifically FastBridge helps us monitor growth of students while comparing them throughout the district, state, and nation. The board reviewed our reopening plan monthly last year and recently implemented new covid guidelines, making safety decisions as we go, based on the data. We also implemented premium/retention pay/hazard pay for staff. This may be a direction we go in the future as well. We lost several teachers and staff last year and it is very important that we continue doing the best we can to retain staff. One of the strategies to do that is retention/premium pay.

## Stakeholder Engagement

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Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students



The most important stakeholder in any school or district is students. One of the benefits of being a smaller district (around 450 students) is that we have great relationships with our students. We are constantly reaching out to our students to receive input.

At the end of 2020.21, students were given a survey about preferences of school, specifically if they prefer full face to face, hybrid, or remote, and why. The survey was sent to all groups via email, social media, and hard copy. In addition to the quantitative data, many of the groups were interviewed for qualitative input. Both forms were given on various days/times in order to aide input. This will continue to happen as we work through the pandemic. Our plan for 2021-22 was built around this. We focused on providing the students with only face to face education, because this is what the students and patrons wanted and we knew we could do so safely. Students wanted to be in school full time. So, our plan called for face to face instruction.

We also know from the data collected that covid negatively impacted students academically and social emotionally. USD 206 has made a commitment, even through declining enrollment, to having a counselor in each building. This is no small investment, but it was based on the needs of students and the thought that the funding necessary for such a venture would be there. This was used with the general budget, and shows how invested the BOE and staff is when meeting the needs of students. This is why the majority of our ESSER III funds will be used to close the achievement gap and help with learning loss among our students. This was the funding used for interventionists (an interventionist, nurses, counselor) which we plan on utilizing for 3 years if the data supports this. In addition, we have some high school leadership groups we can receive important information for guidance from as we work through this year.

We have good input and data supporting our current plan, but we will want to receive continual input from our students and patrons. Another stakeholder has been staff. Beginning in August 2021, all district staff was educated regarding ESSER. In addition, all district staff was asked for input regarding ESSER fund usage. This process took place face to face during professional development meetings at the beginning of the year and once again at the beginning of the 2022.23 school year. All district staff was provided time professionally and sent additional communications through email and their local building leadership teams asking for input. All information was gathered via a google document and followed up on at our last professional development day (9.20.22).

The public has been provided several opportunities as well. One example - ESSER funding has appeared multiple times on our BOE agendas. In July 2022, one agenda item was named, "Solicitation for public input for ESSER fund usage." As a result, we have received public input.

As stated above, students are obviously our most important stakeholder. It cannot be overemphasized that our staff truly knows our students – therefore, when discussing use of ESSER funds, our administrators and teachers spoke directly to students and inquired as to how funds should be used. These conversations were ongoing. But one of the most direct ways we received input was going to our student council at Remington High School the 1st Semester of 2022. It was explained to student council what ESSER funds were, the possibilities for usage, and where to go for more information. Student Council was asked to solicit input from the student body. Upon completing this process, student council had a meeting with the superintendent and reported the following use for ESSER funds: cameras on computers, attendance incentives for athletic events, speed of computers, newer technology, new towels, paper towels in bathrooms, disgusting hand dryers, pest control, therapy dog, new carpets in classrooms and flooring throughout, paved parking lot, better ventilation in certain locations, new whiteboards, keeping teachers that we have.

As Remington Middle School, KAY club had the same process as student council at RHS. The superintendent then met with KAY, just like student council at RHS. We received the following feedback from the students at RMS for use of ESSER funds: therapy dog, heating/air in the locker rooms for the boys and girls, water bottle filling stations in two places, carpeting in a classroom, weight room equipment replacement, painting parts of the gym, keeping our teachers "happy", and keeping our counselor and nurses.

## **Families**

One way we have reached out to parents was making sure we talked to them about the last two years. Parents, through showing up a BOE meetings and emailing/calling/face to face contact have indicated strong support for remaining in a face to face setting and supporting teaching staff needs. Over 70 parents and patrons came to a Board of Education meeting in August 2021 and spoke for over 45 minutes during the public comment portion of the meeting. Well over 90% of those parents and patrons who emailed, called, or showed up at the Board of Education meeting were in favor of face to face school and spoke strongly against mandates. We did find out parents want their students in school as much as possible. So, our goal is to be proactive and take precautions to keep students within the face to face setting as much as possible. Additional parent inquiry was made via a survey this past Fall during parent teacher conferences. The survey was sent to all groups via email, social media, and hard copy. Participation through the survey was disappointing, but the parents who did

participate provided valuable data in terms of how we should proceed. It could be that parents are simply "surveyed out" as they routinely reach out to our administrators and staff and Board of Education. They are engaged, but engaged in a more traditional sense.

In addition to the quantitative data, many of the groups were interviewed for qualitative input. Both forms will be given on various days/times in order to aide input. This will continue to happen as we work through the pandemic. Lastly, several big aspects of our plan revolved around parent input. Parents appreciated the hard work during the 2020.21 school year and the 2021.22 school year. They prefer students are in school all day every day. In addition, it was unanimous across all stakeholders (according to the previous superintendent) that USD 206 did not want summer school, but we will survey that again during the 2022.23 school year. All groups have supported the use of interventionists (an interventionist, counselors, nurse) at the secondary level, when these interventionists have already been shown to make a positive impact. The district didn't want to start something new, when we were currently doing something that worked for our demographics. We are just adding to this and making it stronger. We will continue to survey parents as we move through this pandemic together. The data will guide our decisions as we move forward.

Surveys were sent to parents and patrons alike. RHS received 24 responses to their survey, but had 79% attendance at parent-teacher conferences where administrators and staff spoke with parents. RMS received 25 responses to their survey and above 80% attendance at PT conferences, and RES received 32 responses to their survey and had better than 90% of parents at PT conferences. The number of parents at conferences is important to note as administrators had personal conversations with many parents regarding ESSER at the conferences. The results were mixed, but it is clear retention was supported.

As far as surveys to parents, we had Remington Elementary, Remington Middle, and Remington High School all send surveys to parents. The intent of the survey was to gauge how we are doing among other questions. The response from parents completing the surveys was disappointing, but we attributed that to parents being "surveyed out" the last couple of years. RES had 32 parent responses, RMS had 25 parent responses, and RHS had 24 parent responses. Some of the specific comments and highlights from those surveys:

RES: 78% of respondents said that RES "provides a diverse, equitable, and inclusive education for all students." One parent commented, "I would like to see more guest speakers and programs put into the school. More exposure to the arts (theatre, music, art, dance, poetry, metal work, wood work, sewing, etc.) and careers that are "outside" of the box. Exposure to and appreciation of culture, agriculture (and other sciences), history, food, exercise, financial education. I would LOVE for their to be an art program put into the elementary school." Another parent said, "Love -outdoor learning environment -emphasis on character development reading lots of books in the classroom (teacher and student read) -leadership and mentor opportunities for students, -opportunities to interact with other parents and families -increasing play opportunities on the playground -counselor meetings with groups of kids -teachers making relationships with students -stem manipulatives available Areas of improvement -I'd love to see more sports equipment available - (jump ropes, volleyballs, soccer balls, bouncy balls for recess) -more food choices available at lunch -less screen time during free time."

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Being a smaller district, USD 206 was able to create our return plan together. There were various small groups and individuals met with during the creation of the initial plan. The document last year, which was a working document (USD 206 Covid Guidelines) was created by administration, with input from students, families, County Health Officials, USD 206 nurses, and the District Administrative Leadership Team. The District Leadership Team is comprised of our staff across the board PK- 12. One step further, the administration then asked for BOE approval, which was unanimous, with intentions of making any changes month to month, as we navigated through 2021.2022. Special Education staff was communicated with along the way. The current plan benefits all students, including our most at-risk populations. The plan is revisited on a frequent basis by our Board of Education and stakeholder groups. Significant changes occurred to the document at the September 2022 BOE meeting – that document is on our website. Our nursing staff is committed to making sure they pass along the latest knowledge available to stakeholders and stand ready to advise stakeholders across the entire district. The USD 206 superintendent meets monthly with all Butler County superintendents through the Butler County Special Education Cooperative and a frequent topic of conversation during the 2021.22 school year was managing covid for not only our special education students and staff, but all students and staff.

As far as use of funds, USD 206 administrators have had numerous meetings which have focused on how the funds should be used. Making sure we have had conversations with all stakeholders was of definite importance. The priority of the administration, which includes three principals and the superintendent along with the special education cooperative, was retaining the staff we have. Among USD 206 administrators, not only was retention very important, but making improvements to HVAC with air quality and the outdoor classroom at RES were all priorities. Principals in particular spoke of the importance of having a counselor at each building which has been possible due to the influx of funding.

**Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The stakeholders listed in this group – teachers, principals, school leaders, other educators, school staff, and their unions – have been included each step of the way in our ESSER process. All USD 206 staff have been kept up to date through Back to School presentations in August 2021 and again in August 2022 which explained what ESSER was, what funding could be used for, and solicited feedback by going directly to the superintendent or through their supervisors and especially through the collaborative process of asking colleagues. Staff were encouraged to ask questions and brainstorm ways for the funding to be used.

A google doc was continuously added to, with access granted to all district staff. Any district staff member was allowed to add to the google doc. In fact, they were strongly encouraged to do so as we realize one of our greatest assets is our educators who typically come up with some of the best ideas of how money should be spent as they are closest to the students. Administrators continuously review the document and one of the ways district staff asked for clarification was through their local Building Leadership Teams. We also gave time during professional development days to brainstorm ways for the funding to be used and to ask questions about the funding. Our district administrative team has kept ESSER funding on the front burner of our twice a month administrative meeting.

Input received included the following: expanding summer school learning opportunities including tutoring, digital technology tools that might assist in learning loss, investing in PD that focuses on learning loss and how to deal with learning loss, expanding after school extra-curricular opportunities, expanding early childhood opportunities, water bottle "touchless" stations, and anatomy of clay and sensor purchases for Science. In addition, our Media Class enrollment at the high school has doubled in the last few years. We have asked this class to create and maintain the district website. This group of teachers asked that the website with bi-weekly or monthly news/video additions to the site to keep parents up to date on sports, activities, and events while creating a real-world experience for my students in the media field. The teachers thought that this investment in the program would fall under "digital technology tools." Furthermore, these teachers added that, "If we incorporate an event filming crew for game/concert event highlights, it could also fall under expanding after-school extra-curricular opportunities" as well. They also said that this idea may serve a dual purpose. 1. alleviate the lack of higher quality computer-to-student ratio and 2. Grow the media program while allowing my students the tools and experiences they would have in the corporate communication/media industry.

The Remington Educators Association President was spoken to directly by the superintendent about ESSER funding via ongoing direct conversations. She said that retention funding was a major priority and was something discussed extensively through the negotiations process. The REA President was kept abreast as to all considerations and asked questions about where the funding was going all the way through the process. REA was a strong supporter of anything that would ensure better pay for teachers along with better tools for teachers in their quest to educate students as best possible.

Another example was having ESSER funding on the monthly transportation meeting agendas. Our bus drivers and other members of our transportation department discussed ESSER funding and asked questions. They were already familiar with ESSER funding explanations from the August 2021 and August 2022 Back to School session on the State of the District.

## **Tribes**

We don't have any tribes. But we've made attempts to reach out to a family in our district who has a Native American student at Remington High School concerning the use of the funds. ESSER funding must be explained and directly soliciting their input and inviting them to come talk to me or other school representatives about ESSER is important. Unfortunately, the parents of the student did not attend parent teacher conferences, so the principal called the family and inquired about the use of ESSER funding. The family did not share any thoughts or suggestions, but did relay to the principal that the high school is doing a "good job" and she wanted to "think about the question of how to use ESSER funds. Upon completion of this report, she hasn't gotten back to us despite reaching out again via a phone call and an email. We looked forward to hearing her thoughts.

## **Civil Rights Organization including Disability Rights Organizations**

As the superintendent, I meet monthly with Butler County Superintendents who are a part of the Butler County Special Education Interlocal. This was a valuable time to get ideas. I meet twice a month with the administrative cabinet at USD 206, and we often times reach out to similar size districts for input and collaboration. I am also a part of the metro Wichita superintendents' group that meets once a month. These are innovative groups that help guide our district. Lastly, I have a mentor through Kansas Educational Leadership Institute mentor for the second year in a year. I work close with them during the decision-making process. I have also created a very supportive network with other superintendents that are part of the KELI group. I'm in contact with local law enforcement (Butler County Sheriff's Department) and meet with the Remington Community Foundation at least every other month. They have input into our processes and what we are doing. We will continue to seek input from all aspects of our demographics.

The superintendent reached out (telephone call) to the Kansas Action for Children to solicit input regarding use of ESSER funds. The person who answered the phone said they were "doing that last year" but didn't want to continue with it because it was time to consuming. However, when pressed on the issue, she responded that more family engagement and child nutrition were things that KAC advocated for in schools and thought ESSER funds should be used toward those priorities.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Being a small district, we know our students. This greatly benefits us in this area as we know our families and their needs well. We have collaboration and involvement from local church organizations and other programs. Our teacher who works with our ESOL students, our counselors/nurses/principal who know are homeless population and other underserved students.... they have worked closely with us on ESSER funding. Special education staff has been communicated with all along. Our current plan benefits all students, including our most at-risk and underserved student populations.

In regard to ESOL students in USD 206 – we currently have 2 under observation at the high school, 2 under observation at the middle school, and 4 receiving services at our elementary school. I contacted our district coordinator and she said that "time is the biggest obstacle." She was most concerned about the students at the elementary school. We have ESOL certified teachers that the students at the elementary school are under.... but we need to get a little more contact minutes. Our coordinator stated that it is "challenging to test them before or after school" but she works with the teachers to make sure this is completed when necessary. This year, we are receiving ESOL funding from our consortium.... but she is concerned about next year. In regard to ESSER funding, she said that, "she doesn't have concerns there" other than what she previously stated but we need to make sure "more time built into teacher's schedules." She has discussed this with all of the principals. She stated that "students at the elementary school are going to need more help – do not have sufficient English skills from testing done in late September." She said that as a result of her talking to the principals, next semester is going to be a lot smoother. We reached out to some parents of ESOL students. One parent of an ESOL student encouraged showing a movie in our Historical Cinema Class and encouraged items for the booster club.

USD 206 reports 18 homeless students at this time. This is a significant number for a district our size. Our counselors report their needs being served at this time. We have coordinated with the Remington Area Foundation to provide funding for these students for some things – coats, shoes, bags, food needed, etc. In addition, the state covid grant assisted by providing funds for an additional nurse for our district who assists in serving these students' possible medical issues.

Making sure we inquire as how to best serve students with individualized education plans was also addressed. Our special education teacher at Remington High School reports 12 students with individualized learning plans. She reported feeling like "some people do not understand their struggles." She reports training other teachers in how her students learn best – training specifically in adaptations and modifications. She did report that iPads having the programs that students might need and may aide in closing the learning gap, teaching them how to use the technology. She reported a few students within the 12th percentile who were new to our district and who we do not know a lot about yet as to making sure we are addressing their needs.

Remington Middle School reports 24 IEPs. The RMS special education department reported feeling like, "my students are being served adequately." She did mention sensory items as a possibility and was going to explore those options. We would fund those regardless of the amount of ESSER we have left.

Remington Elementary School reports 29 IEPs. They report that the Outdoor Classroom has aided in provided a unique learning environment for all students and will provide sensory learning for all students as well. One area of improvement was making sure that we have the paraprofessionals needed to best serve students. It has been a major challenge for RES to keep special education paraprofessionals – retention pay "will only help."

Besides our staff, we reached out to April Hilyard, Director of the Butler County Special Education cooperative, of which USD 206 is a member. She stated that, "Based on the shared resources in the Interlocal, students are in their least restrictive

environment and students IEP targeted goals are being met. USD 206 is doing a good job serving these students, and their plan with ESSER funds addresses special education students."

We also reached out to some specific foster students within USD 206, specifically at the elementary school. Although we do not have many foster students and those we have are, of course, very transient, the foster parents we did talk to agreed with the importance of a counselor at RES - ESSER funds allows us to have a counselor in all three buildings.

USD 206 does not have any students who are incarcerated.

TFI was called and tried unsuccessfully to reach Rachele Roosevelt and Shay Collins. Kansas KIDS @ GEARUP was called as well and we talked to the scholarship coordinator. He said that they provide students will access to funds to go to college. and serve students 7th grade through college. He said a lot of their students need credit recovery. "When they bounce bounce, they lose credit. They need credit recovery programs." Also, he mentioned mentoring and tutoring is what their students need as well. "What is taught in one school may be different than what is taught in another school. They need help in getting caught up," said Richard Schwasinger. He agreed with our plan that counselors being at all three schools was, "very, very important at all school levels."

All three buildings have reached out to our students experiencing homelessness. At RES, they target kids for our backpack program. Of the four students that are classified as homeless, not all participate, but they are aware of the resources available. RES (all the buildings) also look for signs of need in kids--poor hygiene, dirty clothing or clothing that is too small or worn, lacking appropriate winter clothing like coats and gloves, or shoes that don't fit or are worn out. The parents contacted at RES about ESSER reported having their needs currently met. Once again, this shows the importance of continuing to fund programs already in place and personnel already in place which our plan does. RMS has assessed and will continue to assess the eight students on an ongoing basis within their building. RMS has partnered with community resources that includes: mental health center/services, DCF (financial assistance, guardianship assistance), Christmas wishes program, and Food 4 Kids program. Our counselor at RMS reports that the communication piece, the open dialogue with these students and their families, is the difference in whether or not we can accurately assess the needs of our students. This underscores the importance of using ESSER to continue funding our counselor at RMS. RHS reports working with students who are homeless on a very routine basis. The Remington Area Community Foundation recently (November 2022) contributed funds to assist these students and all three buildings have resources available to provide needs as they arise. All three schools also reported reaching out to families and students regarding use of ESSER funds. The results were mixed with most reporting that they did not receive replies from solicitation. From the students and families they contacted and received replies from, the students and families reported having their current needs met.

### **Provide the public the opportunity to provide input and take such input into account**

While devising the Return to School Plan for the 2021.22 school year, there were many groups contacted and included in discussions about the best plan moving forward. The returning district staff played an important part in the creation of the original document. After that, the working document was introduced to parents, still in draft phases, so input could be given, and that input was considerable. At the August 2021 Board of Education meeting, over 60 patrons and stakeholders showed up for the BOE meeting. After over 45 minutes of public comment, the BOE moved forward with our re-opening plan. In addition to the varied comments at the August 2021 board meeting, board members reported considerable amounts of communication regarding the re-opening plan. I received around 25 emails, phone calls, or in-person visits regarding the plan as well. This input from patrons was mostly adults, but we also had students who weighed in regarding the plan. This document continues to be a working document as we go through this school year. This is important as all stakeholders may provide us insight that we did not consider. We found that to be the case during the 2021.22 school year.

During this application, I've written and referenced our plan a lot. The reason for this is because of the correlation between how we use our ESSER funds, and our plan. The decisions we make, in part, are toward the plan. The funds allocated through ESSER will be for safety of students, staff, and patrons, retention of staff, and mitigating learning loss.

As far as surveys to parents, we had Remington Elementary, Remington Middle, and Remington High School all send surveys to parents. The intent of the survey was to gauge how we are doing among other questions. The response from parents completing the surveys was disappointing, but we attributed that to parents being "surveyed out" the last couple of years. RES had 32 parent responses, RMS had 25 parent responses, and RHS had 24 parent responses. Some of the specific comments and highlights from those surveys:

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appreciation of culture, agriculture (and other sciences), history, food, exercise, financial education. I would LOVE for their to be an art program put into the elementary school." Another parent said, "Love -outdoor learning environment -emphasis on character development reading lots of books in the classroom (teacher and student read) -leadership and mentor opportunities for students, -opportunities to interact with other parents and families -increasing play opportunities on the playground -counselor meetings with groups of kids -teachers making relationships with students -stem manipulatives available Areas of improvement -I'd love to see more sports equipment available - (jump ropes, volleyballs, soccer balls, bouncy balls for recess) -more food choices available at lunch -less screen time during free time."

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The public has been kept informed through BOE meetings as well. At the July 2022 board meeting, "Solicitation for input on use of ESSER III funds" was an agenda item. I explained what ESSER was and what ESSER III was, explained that we were seeking input (along with sharing how to share the input), shared our plan, etc. I also answered questions from the board and questions from patrons after the meeting. At other board meetings since that time, I have shared public input to date and answered questions from the board and others, and continued to seek guidance from all stakeholders. The board minutes are always available to patrons as well and are posted in a timely manner. The questions I have received revolved around what the funds could be used for. The patrons I have spoken with expressed support for our plan. In addition to board meetings, all three district site council meetings have met and the question of ESSER funds has been discussed and our plan shared. Their input has been varied, from providing updated technology to addressing HVAC concerns. Retention has been broadly supported.

The general public has been able to respond as to how they wanted ESSER funds used by coming to board meetings and expressing their approval or displeasure, through contacting their local board member and/or the superintendent or an administrator, through Site Council meetings held monthly at all three schools, through the surveys used by all three schools, and through consistent open dialogue with any administrator or school official about our plan. The results of feedback we have gained through this process: patrons have expressed support for the Outdoor Classroom at RES, counselors in all three buildings, addressing HVAC and air quality issues, and retaining high quality staff.

In addition, our community was encouraged to participate in a survey (available on our website: <https://www.usd206.org/usd-206/esser>). The public was notified of the survey via district social media posts, email, newsletter, and at the board meeting. At the March 20, 2023 board meeting, "ESSER III survey" was an agenda item and already has over 100 respondents. The BOE went through the survey results at this point in time and expressed a desire for the survey to continue to be promoted and remain open, but wanted to move forward with our priorities identified and supported by the public. Of the respondents thus far, support is there for the priorities that were put forth, particularly concerning retention of staff, socioemotional support for students, and the HVAC at RHS. The survey also included room for additional comments/suggestions.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

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

Covid has affected USD 206 in very profound ways – some that we know and some we continue to learn about. Covid has affected all Remington learners. All students learned remotely for a time and the remote option posed many challenges. The teachers were limited in the restraints of the new learning style. The accountability of learning for our students and measuring their progress was difficult across the board. In addition, the socio-emotional impact was far-reaching. During part of the 2020-2021 school year, USD 206 chose to create a hybrid plan which kept students within the building as much as possible. Student learning data, social emotional needs, and parent input guided a hybrid plan. Successful in-person interventions were not implemented due to various constraints due to Covid. There were very few students who chose the remote option. Although the percentage fluctuated, it never went above 10 percent. In addition, quarantine situations impacted a majority of our students on and off throughout the entire school year. The affect of quarantine strongly impacted the social emotional needs of students, the administrative team, the board of education, and all USD 206 stakeholders. To mitigate the situation from a socio-emotional standpoint, USD 206 has three counselors – one in each building – in an attempt to help students who continue to recover from covid. This was used out of the general budget because the hire was meant to be long lasting and the district didn't want to rely on the ESSER funds, and we had other major needs for ESSER funding. However, although the needs continue, we have experienced low enrollment and we must consider using ESSER funds for counseling staff purposes.

USD 206 is and will continue the focus on three major areas through the use of ESSER III funding. Our primary focus will be the safety of all staff and students. In addition, our team is focusing on the learning loss which has impacted all students during this pandemic. And last, but not least, we will attempt to retain staff during a time of seemingly unprecedented amounts of educators leaving the field.

When looking at the safety of students we look at two areas. First, the material needs (masks, gloves, sanitizing, etc.), along with this we would like to look at some ventilation and health necessities. We have had an "ESSER custodian" during the pandemic at times to keep our buildings very clean and we continue trying to hire that person once again.

Through our USD 206 budget funds, we implemented an interventionist and long-term subs during the 2020-2021 school year. This helped our students achieve during the start of Covid-19. This focus is geared towards addressing learning loss among students. This is how USD 206 evolved to hire an interventionist and a counselor as well. The interventionist plays a positive role within the education of students with an emphasis on those who have fallen behind. The data was more pronounced at the high school level, but we understand that the learning gap between Kindergarten students and Pre-K remains intact.

Realizing this, USD 206 has chosen to use ESSER funding for additional interventionist to help with learning loss. We have witnessed first-hand how this counselor and interventionist has positively impacted our learning environment. Our district is still seeing on average about 40-50% of our students not meeting benchmark in reading and math. These students then qualify for some type of intervention. For USD 206 we will be hiring an interventionist and a counselor again this year. These two staff members will assist with the enhancement of academic programming, intervention planning, and most importantly providing explicit intervention support. The interventionist and counselor will be using a valid and reliable assessment and curriculum for both reading and math. Specifically, we have used Aimsweb. Either this will continue, or we will be moving to another reliable tracking system such as FastBridge Addressing safety in the schools has many specifics we will focus on. The second focus is geared towards developing strategies and implementing public health protocols. Our entire staff have gone above and beyond to verify the safety of all. We have lowered class size. In order to verify our policies, procedures, and protocols are happening, we will place more and more expectations, responsibilities, and stress upon our USD 206 staff. There are expectations that teachers are structuring classrooms in a way that students are spread out as much as possible.

The Outdoor Classroom at our elementary school has been instrumental for spacing out students and staff, as well as getting fresh air and Vitamin D (researched to be important in staying healthy) to our students and staff all while providing an awesome space for educating kids. Without the assistance of ESSER funding, the Outdoor Classroom at our elementary school would not be possible. During times of sickness among students and/or staff members, it has been a very important mitigation strategy and will continue to be one. But funding must occur to offset costs to our general budget – it is not possible without those funds. We have attempted to keep costs reasonable with the assistance of many patrons and staff in building the Outdoor Classroom. It has truly been a collaborative community effort. For example, the fence that was built was completely done by volunteers on a Saturday. The stage that was built – volunteers on a Saturday as well. Some materials were even donated, including donation of equipment needed. Teachers continue to lead the way on the Outdoor Classroom, providing recommendations from the beginning and all the way through the process. The board of education, administrative team, students, and parents have all had input as well. A lot a material was donated too.



Working to ensure classrooms and supplies are clean is yet another priority. We have specific expectations about hand sanitizing and keeping distance between one another when necessary. Administration and staff are all the leaders and role models for everyone else. These plans can change at any given time, causing all staff to work above and beyond while facing the unknown. Lastly, staff are expected to follow our district plan. This plan is set forth by the Remington Board of Education with guidance from administration, County Health Officials, the Kansas Department of Health and Environment, and the CDC. It was a given that all staff had to make pivots, modifications, and implementations throughout the 2021-2022 school year and will continue to be the case during the 2022.23 school year. With USD 206 expectations of going above and beyond, we will use some ESSER III funds for keeping staff as safe as possible. Furthermore, with the efforts all educators are putting forth, retaining good staff is important. We want to take care of the excellent staff that we have, keep them on our team, and look to hire new good staff. The pandemic has made this increasingly difficult. The sheer amount of applications we receive for any given position have declined dramatically during covid. This makes it all the more important that we retain staff so we keep hiring to a minimum. This continuity, in the end, helps students across all socio-economic, racial, special needs.....across all spectrums. I am many examples – here is one: we have a Spanish teacher in our teacher who doubles as our Family and Consumer Science Teacher. She also serves as our student council sponsor and is our ESOL coordinator. She is from a Spanish speaking family. She is very valuable to our district. ESSER retention funds help her feel valued and, hopefully, keep her in USD 206 where we desperately need her.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We will be able to reflect and evaluate this school year if our interventionist and counselor are working, and continue that for another year, or even two, depending on what the data says. We have chosen the route of interventionists and counselor because it is currently working. We have the data that shows the implementation has a positive impact towards learning. We now have the people hired, and we will monitor our academic growth data (Fastbridge/assessment scores/etc). After school programs, such as activities and athletics, can continue only because of ESSER funding to an interventionist and a counselor. Activities/athletics are the best at-risk program we have in our middle school and high school. At times, it may be the only reason some kids come to school. Some of those programs may not be possible without ESSER funding.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 206 will need to spend some of our ESSER III funds towards safety. Specifically, masks, gloves, sanitizers, and other material goods. In addition, we will look to do some implementation for cleaner air quality. Specifically, within our shop classes, middle school locker rooms, vocal music room (which is downstairs), and expansion of our current Family and Consumer Science classroom. These purchases would all be extra to the interventionists we have hired. They will be working with our most at-risk students to help with the academic impact of a global pandemic. If the data shows our interventionists are making a significant impact on academic growth for USD 206 students during 2022-2023, similarly, to the growth our students made last year, we will continue this for two more years with the remaining funds.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 206 will need to spend some of our ESSER III funds towards safety. Specifically, masks, gloves, sanitizers, and other material goods. In addition, we will look to do some implementation for cleaner air quality across the district. These purchases would all be extra to the interventionist and counselor we have hired who are working with our most at-risk students to help with the academic impact of a global pandemic. If the data shows our interventionist are making a significant impact on academic growth for USD 206 students during 2021-2022, similarly, to the growth our students made last year, we will continue this for two more years with the remaining funds.

An interventionist and a certified counselor work with students across the spectrum. They work with students disproportionality affect by covid including all of the groups mentioned. We are committed to serving all of our students with ESSER funds.

A major focus for this school year is retention of staff. Last year, we lost the following in our small district: a maintenance worker, a high school counselor, a high school principal, an English teacher, a social studies teacher, two custodians, several paraprofessionals, a 5th grade teacher, a technology director, a technology teacher, a physical education teacher, a science teacher, and a math teacher. We were able to replace almost all of these positions, but retention is obviously something we have to work on for our students and ESSER funding is a major piece of the equation for our small, rural district.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$532,416	\$0	\$532,416
Approved Total	\$0	\$0	\$0
Amount Left	\$532,416	\$0	\$532,416
In Review Total	\$468,408	\$0	\$468,408
Amount Left	\$64,008	\$0	\$64,008

	20% Minimum
ESSER III Allocations	\$106,484
Approved Total	\$0
Amount Still Needed	\$106,484
In Review Total	\$159,852
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
206-3-0001	Direct	False	1000	110	16	\$124,700	Task Force Review
206-3-0002	Direct	False	1000	120	16	\$22,566	Task Force Review
206-3-0003	Direct	False	1000	220	16	\$11,266	Task Force Review
206-3-0004	Direct	False	3100	120	16	\$20,665	Task Force Review
206-3-0005	Direct	False	3100	220	16	\$1,581	Task Force Review
206-3-0006	Direct	False	2600	120	16	\$17,400	Task Force Review
206-3-0007	Direct	False	2600	220	16	\$1,331	Task Force Review
206-3-0008	Direct	False	2730	120	16	\$2,900	Task Force Review
206-3-0009	Direct	False	2730	220	16	\$221	Task Force Review
206-3-0010	Direct	False	2710	120	16	\$12,540	Task Force Review
206-3-0011	Direct	False	2710	220	16	\$957	Task Force Review
206-3-0012	Direct	False	2400	110	16	\$8,700	Task Force Review
206-3-0013	Direct	False	2400	120	16	\$8,700	Task Force Review
206-3-0014	Direct	False	2400	220	16	\$1,331	Task Force Review
206-3-0015	Direct	False	2300	120	16	\$5,800	Task Force Review
206-3-0016	Direct	False	2300	110	16	\$2,900	Task Force Review
206-3-0017	Direct	False	2300	220	16	\$665	Task Force Review
206-3-0018	Direct	False	2100	120	16	\$4,350	Task Force Review
206-3-0019	Direct	False	2100	220	16	\$333	Task Force Review
206-3-0020	Direct	False	2230	110	16	\$2,900	Task Force Review
206-3-0021	Direct	False	2230	220	16	\$221	Task Force Review
206-3-0022	Direct	True	2120	110	12	\$59,010	Task Force Review
206-3-0023	Direct	True	2120	213	12	\$8,977	Task Force Review
206-3-0024	Direct	True	1000	110	12	\$40,000	Task Force Review
206-3-0025	Direct	True	1000	213	12	\$7,481	Task Force Review
206-3-0026	Direct	False	1000	600	12	\$10,000	Task Force Review
206-3-0028	Direct	False	2600	120	16	\$25,000	Task Force Review
206-3-0029	Direct	False	4200	719	13	\$6,000	Task Force Review
206-3-0030	Direct	False	1000	719	13	\$3,000	Task Force Review
206-3-0031	Direct	False	1000	619	13	\$9,809	Task Force Review

206-3-0032	Direct	True	2200	650	12	\$2,363	Task Force Review
206-3-0033	Direct	False	2200	650	9	\$720	Task Force Review
206-3-0034	Direct	True	2200	650	12	\$9,725	Task Force Review
206-3-0035	Direct	True	1000	120	12	\$30,000	Task Force Review
206-3-0036	Direct	True	1000	220	12	\$2,296	Task Force Review
206-3-0037	Direct	False	2600	619	7	\$2,000	Task Force Review

## Line Item Details

Line Item ID: 206-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries - ESSER III

**Account Number**

07-1000-110-03

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1300 Premium payment for retention in SFY22 and \$1600 in SFY23 (for 43 full time certified staff members) paid in 2 installments Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$55,900
<b>Budgeted Expenditures in SFY 2023</b>	\$68,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$124,700</u>

**Status**

Task Force Review

Line Item ID: 206-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Para Salaries - ESSER III

**Account Number**

07-1000-120-03

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1097 premium payments for retention in SFY22 and \$1350 in SFY23(for 6 regular ed part-time paras) and \$1178 Premium payments for retention in SFY22 and \$1450 in SFY23 (for 2 part-time library paras and 1 credit recovery para) paid in 2 installments, Dec -22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,116
<b>Budgeted Expenditures in SFY 2023</b>	\$12,450
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$22,566</u>

**Status**

Task Force Review

Line Item ID: 206-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-1000-220-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention- 43 full time certified staff and 9 part-time paras

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,050
<b>Budgeted Expenditures in SFY 2023</b>	\$6,216
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$11,266</u>

**Status**

Task Force Review

Line Item ID: 206-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Food Service Salaries - ESSER III

**Account Number**

07-3100-120-03

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1300 premium payments for retention in SFY22 and \$1600 in SFY23 (for 3 full time head cooks) and \$1138 Premium payments for retention in SFY22 and \$1400 in SFY23 (for 3 part time 2nd cooks) and \$813 premium payment for retention in SFY22 and \$1000 in SFY23 (for 1 part time 3rd cook) and \$569 premium payments for retention in SFY22 and \$700 in SFY23 (for 2 part time 3rd cooks), paid in 2 installments, Dec-22 and May-23 to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,265
<b>Budgeted Expenditures in SFY 2023</b>	\$11,400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$20,665

**Status**

Task Force Review

Line Item ID: 206-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-3100-220-03

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention-3 full time head cooks, 3 part time 2nd cooks, and 3 part time 3rd cooks

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$709
<b>Budgeted Expenditures in SFY 2023</b>	\$872
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,581

**Status**

Task Force Review

Line Item ID: 206-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Salaries - ESSER III

**Account Number**

07-2600-120-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1300 Premium payments for retention in SFY22 and \$1600 in SFY23 (for 6 full time maintenance employees) paid in 2 installments, Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,800
<b>Budgeted Expenditures in SFY 2023</b>	\$9,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17,400</u>

**Status**

Task Force Review

Line Item ID: 206-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-2600-220-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention-6 full time maintenance employees

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$597
<b>Budgeted Expenditures in SFY 2023</b>	\$734
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,331</u>

**Status**

Task Force Review

Line Item ID: 206-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Bus Mechanic Salary - ESSER III

**Account Number**

07-2730-120-03

**Function Code**

2730 - Vehicle Servicing and Maintenance

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1300 Premium payment for retention in SFY22 and \$1600 in SFY23 (for 1 full time Bus Mechanic) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,300
<b>Budgeted Expenditures in SFY 2023</b>	\$1,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,900</u>

**Status**

Task Force Review

Line Item ID: 206-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-2730-220-03

**Function Code**

2730 - Vehicle Servicing and Maintenance

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention-1 full timebus mechanic

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$99
<b>Budgeted Expenditures in SFY 2023</b>	\$122
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$221</u>

**Status**

Task Force Review

Line Item ID: 206-3-0010



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Bus Driver/Aide Salary - ESSER III

**Account Number**

07-2710-120-03

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$731 Premium payments for retention in SFY22 and \$900 in SFY23 (for 6 part-time route drivers) and \$920 total premium payments for retention in SFY22 and \$1109 in total in SFY23 (split between 5 activity drivers) and \$325 premium payment in SFY22 and \$400 in SFY23 (for 1 Bus aide), paid in 2 installments in Dec-22 and May-23 to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,631
<b>Budgeted Expenditures in SFY 2023</b>	\$6,909
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,540</u>

**Status**

Task Force Review

Line Item ID: 206-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-2710-220-03

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention- 6 part time route bus drivers, 5 part time activity bus drivers, and 1 part time bus aide

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$431
<b>Budgeted Expenditures in SFY 2023</b>	\$526
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$957</u>

**Status**

Task Force Review

Line Item ID: 206-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Principal Salaries - ESSER III

**Account Number**

07-2400-110-03

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1300 Premium payments for retention for SFY22 and \$1600 for SFY23 (for 3 principals), paid in 2 installments, Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,900
<b>Budgeted Expenditures in SFY 2023</b>	\$4,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,700</u>

**Status**

Task Force Review

Line Item ID: 206-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Admin Asst. Salaries - ESSER III

**Account Number**

07-2400-120-03

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1300 Premium payments for retention for SFY22 and \$1600 for SFY23(for 3 building admin assistants), paid in 2 installments, Dec-22 and May-23 to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,900
<b>Budgeted Expenditures in SFY 2023</b>	\$4,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,700</u>

**Status**

Task Force Review

Line Item ID: 206-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-2400-220-03

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention- 3 principals and 3 admin assts

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$597**Budgeted Expenditures in SFY 2023** \$734**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,331**Status**

Task Force Review

Line Item ID: 206-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Business Office Salaries - ESSER III

**Account Number**

07-2300-120-03

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1300 Premium payments for retention for SFY22 and \$1600 for SFY23 (for 2 full time District office staff members), paid in 2 installments, Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,600**Budgeted Expenditures in SFY 2023** \$3,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,800**Status**

Task Force Review

Line Item ID: 206-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Superintendent Salary - ESSER III

**Account Number**

07-2300-110-03

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1300 Premium payments for retention for SFY22 and \$1600 for SFY23 (for 1 full time Superintendent), paid in 2 installments, Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,300
<b>Budgeted Expenditures in SFY 2023</b>	\$1,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,900</u>

**Status**

Task Force Review

Line Item ID: 206-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-2300-220-03

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention- 1 full time superintendent and 2 full time district office staff

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$298
<b>Budgeted Expenditures in SFY 2023</b>	\$367
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$665</u>

**Status**

Task Force Review

Line Item ID: 206-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

School Nurse Salaries - ESSER III

**Account Number**

07-2100-120-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1300 Premium payment for retention in SFY22 and \$1600 in SFY23 (for 1 full time Nurse) and a \$650 premium payment for retention in SFY22 and \$800 in SFY23 (for 1 part-time nurse), paid in 2 installments, Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,950
<b>Budgeted Expenditures in SFY 2023</b>	\$2,400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,350</u>

**Status**

Task Force Review

Line Item ID: 206-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-2100-220-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention- 1 full time nurse and 1 part time nurse

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$149
<b>Budgeted Expenditures in SFY 2023</b>	\$184
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$333</u>

**Status**

Task Force Review

Line Item ID: 206-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology Admin Salary - ESSER III

**Account Number**

07-2230-110-03

**Function Code**

2230 -

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$1300 Premium payment for retention for SFY22 and \$1600 for SFY23(for 1 full time Technology Director), paid in 2 installments, Dec-22 and May-23, to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,300
<b>Budgeted Expenditures in SFY 2023</b>	\$1,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,900</u>

**Status**

Task Force Review

Line Item ID: 206-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA Tax - Employer Paid - ESSER III

**Account Number**

07-2230-220-03

**Function Code**

2230 -

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer Share FICA for premium pay for retention (for 1 full time technology director)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$99
<b>Budgeted Expenditures in SFY 2023</b>	\$122
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$221</u>

**Status**

Task Force Review

Line Item ID: 206-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Counselor Salaries

**Account Number**

07-2120-110-03

**Function Code**

2120 - Guidance Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds to help offset salaries of 3 full time counselors (1 in each building- High School, Middle School, Elementary School)\$59,010 represents 40% of the total cost of 3 salaries -Counselors will focus on students that have been identified to have learning loss while also assisting with social/emotional needs. Due to the Covid pandemic enrollment numbers are down and state funding is down. It is important to our district to be able to employ 1 counselor in each building to help those students that struggle the most.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$59,010
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$59,010

**Status**

Task Force Review

Line Item ID: 206-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Employer Paid Health Insurance

**Account Number**

07-2120-213-03

**Function Code**

2120 - Guidance Services

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

40% of Health Benefits for 3 counselors to focus on students that have been identified to have learning loss while also assisting with social/emotional needs. Due to the Covid pandemic enrollment numbers are down and state funding is down. It is important to our district to be able to employ 1 counselor in each building to help those students that struggle the most.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,977
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$8,977

**Status**

Task Force Review

Line Item ID: 206-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries

**Account Number**

07-1000-110-03

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Salary for full-time interventionist to assist with credit recovery for high school students that have been identified as experiencing learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$40,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$40,000**Status**

Task Force Review

Line Item ID: 206-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Employer Paid Health Insurance

**Account Number**

07-1000-213-00

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Health Benefit for interventionist to assist with credit recovery for high school students that have been identified as experiencing learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,481**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$7,481**Status**

Task Force Review

Line Item ID: 206-3-0026



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teaching Supplies

**Account Number**

07-1000-600-03

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hands-on learning experience for all students while allowing social distancing. Anatomy of Clay crosses the spectrum of student needs- from our most at-risk students to our students who achieve at high levels academically. Anatomy of Clay is a research based strategy that will impact our science curriculum and classrooms in measurable ways.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

Line Item ID: 206-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Custodial Salaries

**Account Number**

07-2600-120-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire additional full time custodian to split time between RES/RMS and assist other custodians in cleaning facilities to help stop spread of COVID 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Task Force Review

Line Item ID: 206-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**School Grounds Improvements -  
Outdoor Classroom**Account Number**

07-4200-719-03

**Function Code**

4200 - Land Improvement

**Object Code**

719 - All Other Improvements

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Seed, water, rock, and stumps for alternative seating for elementary outdoor classroom. Outdoor learning will help stop the spread of COVID 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 206-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**School Grounds Improvements -  
Outdoor Classroom**Account Number**

07-1000-719-03

**Function Code**

1000 - Instruction

**Object Code**

719 - All Other Improvements

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

See, taste, smell landscaping for the elementary outdoor classroom. Outdoor learning will help stop the spread of COVID 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 206-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Outdoor Classroom Instructional  
Supplies and Mater**Account Number**

07-1000-619-03

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Music area and educational materials for outdoor classroom. Outdoor learning will help stop the spread of COVID 19. The items that we would like to purchase are listed below:

Flower 4 Note Gong - <https://www.playgroundoutfitters.com/independent-play/outdoor-musical-instruments/flower-4-note-gong/> - up to \$1329

Serenade instrument - <https://www.playgroundoutfitters.com/independent-play/outdoor-musical-instruments/serenade/> - up to \$5899

Melody 9 Note Xylophone - <https://www.playgroundoutfitters.com/independent-play/outdoor-musical-instruments/melody-9-note-xylophone/> - up to \$2349

Estimated Shipping: \$232

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,809
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,809</u>

**Status**

Task Force Review

Line Item ID: 206-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

District Wide Software Licenses

**Account Number**

07-2200-650-03

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

AIMSWeb Complete - 350 licenses - (8/1/22-7/1/23) - AIMSWeb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment using brief, accurate measures of reading, math, spelling and writing. This software is a part of our MTSS program. AIMSWeb is used to progress monitor all students at our elem. school and is used throughout our system for other students who need continuous monitoring. This allows teachers to access learning gaps and provide individual, targeted instruction to students who have experienced learning loss as a result of the pandemic. AIMSWeb plays a crucial role in our district as many teachers rely on the data to make informed decisions. AIMSWeb also provides parents with needed data to make more informed decisions about the welfare of their children. Through progress monitoring, parents can be educational partners with teachers and their school. Knowing the "why" behind a student's struggles and providing sound advice moving forward puts school in a position to partner with parents in the education of their child.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,363
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,363</u>

**Status**

Task Force Review

Line Item ID: 206-3-0033

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

District Wide Software Licenses

**Account Number**

07-2200-650-03

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Seesaw Student Licenses(120) -(7/1/22-6/30/23)-Seesaw for Schools is a digital app-based platform for teachers, students, and parents to collaborate and share classroom work. This software will help support effective remote and hybrid learning experiences if schools are required to close due to the COVID 19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$720
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$720</u>

**Status**

Task Force Review

Line Item ID: 206-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

District Wide Software Licenses

**Account Number**

07-2200-650-03

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Apex Products and Services for High School Course Credit Recovery-174 licenses (Purchased from Edmentum) - Apex is being used for our high school students. Many students are using it for credit recovery, some as a direct result of the pandemic. During the pandemic, we have had students fail classes and some of those failed simply because they struggled with online learning. Although they needed face to face contact, that was not possible at the time. Aside from credit recovery, Apex is also being used for students who need additional time on a particular subject or skill. This may also be due to the pandemic - we do not necessarily know why the deficiency exists, but the pandemic surely contributed in a negative way. In addition, the district could also use Apex at our middle school for credit recovery or working to perfect a skill. Again, these deficiencies were affected by learning loss that most likely occurred because of the pandemic. Without Apex many students could face pushed back graduation times or might just give up and drop out. This would result in them not having the skills necessary to be productive in the 21st century.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,725
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,725</u>

**Status**

Task Force Review

Line Item ID: 206-3-0035

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Para Salaries

**Account Number**

07-1000-120-03

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire additional regular ed para at elementary school to assist students that have been identified to have learning loss and need extra help or guidance in subjects such as reading, math, and science.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$30,000</u>
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**Status**

Task Force Review

Line Item ID: 206-3-0036

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Employer Portion of Taxes

**Account Number**

07-1000-220-03

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Employer portion of taxes for additional regular ed para at elementary school to assist students that have been identified to have learning loss and need extra help or guidance in subjects such as reading, math, and science.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$1,148
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,148
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$2,296</u>
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**Status**

Task Force Review

Line Item ID: 206-3-0037



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Maintenance, Supplies and Equipment

**Account Number**

07-2600-619-03

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Masks, gloves, sanitizers, and other supplies to help stop the spread of COVID 19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0234

Status

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Fort Scott	424 S Main, Fort Scott, KS 667012097	424 S. Main, Fort Scott, KS 667012097
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Destry Brown	destry.brown@usd234.org	(620) 223-0800

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Gina Shelton	Finance Director	gina.shelton@usd234.org	(620) 223-0800
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Destry Brown		destry.brown@usd234.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Dalaina Smith		dalaina.smith@usd234.org	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1015/USD\\_234/2343373/7.3\\_8-8-22\\_Operations\\_Guide.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1015/USD_234/2343373/7.3_8-8-22_Operations_Guide.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

The district will use ESSER III funds to implement prevention and mitigation strategies that are in-line with CDC guidance which allow for in-person learning that allow us to safely operate our schools while addressing student needs. We will use funds to allow for additional cleaning, mitigations called for in the Plan for Safe Return, and communication regarding the plan. We will update our Plan for Safe Return as necessary depending on community spread.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The Finance Director met with students and their sponsor at the high school student council to discuss the proposed ESSER III plan and to receive their feedback. There were also students K-8, who participated in online and paper surveys. These surveys were distributed by the PRIDE sponsor and both elementary Leadership Clubs. In all, we had 82 students participate in our student surveys. Students were also encouraged to participate in the community survey, which were open to any student who wanted to respond. The following was asked for most from our students: enrichment activities, student technology, staff wages, and student mental health. Our ESSER III plan has taken into consideration these items and provided for them.

## **Families**

The district conducted multiple community meetings geared toward ESSER funding. These meetings were published and held at various times of the day and week. We had over twenty in-person opportunities for our families and community to provide feedback. We held two of these meetings during parent-teacher conferences to provide easy access to families. These meetings were productive and provided positive input to the ESSER Plan. Each of our building SITE councils also discussed ESSER funding during their meetings to gain feedback.

The conversations identified needs and then the opportunity to provide feedback and additional input. Families were encouraged to fill out a survey to get their input on how to utilize ESSER III funds to overcome the obstacles and stress of learning in the pandemic era. This was sent to parents, students, and community via text message, email, through our local Chamber of Commerce, radio spots, and by posting on our school website. We choose these various communication methods because we wanted to reach as many families as possible. In our initial survey there were 115 responses to the survey. The breakdown included 93 parents and 22 community members.

The district reviewed the compiled ESSER III plan at the November 14, 2022, board meeting. The plan was also posted on the district website to allow the community additional opportunity to review and ask any questions. This open meeting was also broadcasted on YouTube.

The most requested items of the surveys revealed that this group was most interested in: additional after school tutoring programs, additional personnel for academic interventions, preschool expansion, additional instructional materials and resources, and additional behavioral support intervention. Other requested items supported the use of additional personnel for summer learning programs and student enrichment activities. The ESSER III Funds is heavily focused on additional after school tutoring, summer school, and additional staff to support these initiatives.

## **School and District Administrators including Special Education Administration**

All administrators had a hand in developing the ESSER III plan. We are a stand-alone special education district. Our special education coordinator helped ensure that our plan supported the needs of all populations of students. The building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expend these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan: additional personnel for academic interventions, additional personnel for behavioral support intervention, and preschool expansion. Other requested items supported the use of funds for Professional Learning Communities (PLCs). The ESSER III plan has taken these items into consideration.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The school district worked directly with our teachers and staff in in site council meetings and ESSER specific staff meetings. We spent an entire month hosting meetings, having conversations, and surveying our staff. We continue to have open conversations with them as to the challenges this pandemic has created for them in their various roles. We provided two surveys (one open only to staff and then a community survey available to all) to address funding needs, look at subgroups, and ensure ESSER funds were meeting the needs of students, community, and staff. 165 of our staff took our staff survey. We summarized the results of those meetings/survey and provided this information to our staff. This was also posted to our website. Due to the extreme challenge of keeping trained staff members and support staff during the Pandemic, there was unanimous support for premium retention payments to maintain the operations of the school district. This agreement was unanimously agreed by the Board of Education and FSKNEA to in June 2022 for the 2022-2023 and 2023-2024 school years to assist in maintaining the current staff. The district also included classified staff to gain input on areas to assist the operations during the pandemic. There were a variety of opinions. Some ideas of how to expand the money included but were not limited to: add more school counselors to support the social-emotional needs of our students due to the effects of the Pandemic, provide behavioral supports for students, more staff to work with students, and preschool expansion. Other considerations were HVAC improvements at the high school and staff pay. We have taken these into consideration and put as much as possible into our ESSER III plan.

## **Tribes**

Although the district is unaware of any Tribal residents in the community, we do have 23 students who identify partially as Native American in our school information system. These families had the opportunities to attend site council meetings, attend the community conversations, as well as reply to our surveys. We went back to visit with these families. We found that several who had checked the box, were not Native American or Alaska Native, but instead Hispanic. We did have one family whose grandparent was born in Alaska while being stationed in the military. We used a combination of email and direct phone calls to touch base and gather feedback. The feedback we received were that additional learning opportunities should be taken into consideration opportunities for additional instruction when building our ESSER III plan. We have done so by implementing after school and summer learning programs as part of our plan.

## **Civil Rights Organization including Disability Rights Organizations**

Contact was made with the Disability Rights Center of Kansas to speak to Mr. Lane Williams. Mr. Williams emailed us back and we provided details of our ESSER III plan with him. The Disability Rights Center (DRC) of Kansas supports schools in Kansas which are trying to obtain additional educational supports and services to address the loss in learning by students, particularly students with disabilities, due to the Covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. They are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. Since March 2020, DRC's office received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally prior to the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. They recommended additional supports and services, such as summer enrichment programs, after school tutoring, additional technology, and behavioral health services are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic. They also support using funds to extend the school year and hire additional staff as necessary. These recommendations were in-line with our ESSER III plan as proposed. Our plan calls for the necessary addition of special education personnel and resources. Through our ESSER III application, USD 234 plans to incorporate several of the interventions to assist students with disabilities including after school tutoring, summer school programs, and additional instructional personnel. Our application invests in preschool expansion where we see several students with disabilities.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We invited teachers and parents of all subgroups to meetings and to complete our community survey. We have collaborated with SEK Education Center to pass through our homeless ARP funds. That consortium was responsible for making sure that this specific subgroup received the additional intervention help needed. We have included our homeless liaison in our many conversations, who specifically identified additional instructional supplies and intervention help as needed items. We communicated continuously with our foster families. We had three foster families out of 81 responses, who stated that summer learning, additional behavioral support and interventions, and additional instructional materials and resources are what are needed to help their student. Conversations with foster families at site councils reflected that they supported additional interventions such as summer learning and after school programming. We had 21 families representing children with disabilities respond to our community survey. They stated that summer learning, additional behavioral support and additional personnel were very important to them. Our special education department has been very involved at providing input to provide for the interest of our children who have disabilities. Many of our staff in our special education department are also parents of disabled students so they have a dual perspective. Their feedback was to support staff through retention compensation, additional instructional positions, and to provide additional learning opportunities to try to bridge the gap from time lost. Our English learners, although relatively small in number, have requested additional instructional resources, along with additional instructional staff time. Throughout these communications these representatives felt the following would be beneficial for students: summer enrichment programs, after-school tutoring, and additional behavioral help. In addition to the community conversations and surveys, our counselors identified supplies for basic needs as very important for the subgroups of homeless, children in foster care, and other underserved students. This part of our plan allows for us to connect community resources to provide them and to remove a barrier that can infringe on learning. We had two families out of 81 responses, who indicated that their students were underserved. These families supported summer learning programs and additional personnel and staff support for academic intervention.

We currently do not have students who are migratory or incarcerated. However, all other groups had respondents and their voices are represented in our ESSER III plan.

### **Provide the public the opportunity to provide input and take such input into account**

The district conducted multiple community meetings geared toward ESSER funding. We established an email early on to provide a dedicated line of communication and to allow for input. These meetings were published and held at various times of the day and week. We held two of these meetings during parent-teacher conferences to provide easy access. These meetings were productive and provided positive input to the ESSER Plan. Each of the building SITE councils also discussed ESSER funding during their meetings to gain feedback. The district presented our ESSER III plan on November 14, 2022, at our regular board meeting and allowed for an additional week to allow for input. We discussed ESSER III at each of the board meetings leading up to that meeting to allow for transparency. Documents, the survey, survey results, and the plan were posted to our district website on a page designated for ESSER. Our community surveys were promoted through our Chamber of Commerce, social media, text alerts, email, and available on our website. The Superintendent and the Finance Director attended several community meetings, such as Kiwanis, Rotary, PTO, and weekly Chamber Coffees to further get input from stakeholders. There were 115 responses to the initial survey. The breakdown included 93 parents and 22 community members. Total survey responses across all surveys were 362 responses. We received separate input from phone calls from the community and staff. The most requested items of the survey were: after-school tutoring programs, additional personnel (social-emotional & instructional), additional instructional materials and resources, behavioral resources, and concern for staff wages. These have all been taken into consideration and are part of our ESSER III plan.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**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.**

Initially, the COVID-19 impact was the immediate need of making sure our students, staff, and community were safe and healthy. We were able to address that by putting protocols in place as well as utilizing the KDHE testing grant to allow students to remain in-person longer. The longer we have been back in-person, the more pronounced the impacts of COVID-19 were when evaluating student learning and behaviors. From a cost perspective, as a district, we took a financial cost impact due to families choosing to pull their kids to a virtual school outside of the district during the pandemic. While, many of our students returned, the impact of that drop in enrollment will be felt for several years financially. In addition, as with other employers we feel the cost impact when evaluating wages of our employees. We typically have around 365 full-time staff members. We had resignations or retirements from 59 employees at the end of 2021-22. Many noted the challenges of the pandemic in their exit interviews.

Our students lost significant time in the classroom. In the 2019-20 year, 24% of that year was not in-person. In 2020-21, there were significant absences due to students being quarantined or positive for COVID. This was also the case with our staff. We had subs covering for many days or staff trying to still teach on an electronic program since they were in quarantine. 2021-22, students remained in-person more, however the emotional impact was noticeable. The masks were particularly hard on students or staff who had hearing issues or for many students who relied on expressions. This was particularly apparent at the younger ages when students are still developing basic skills and learning to read. We saw an increase in the need for basic needs for many of our students who were in poverty as parents were struggling more financially. Students were concerned with their peers and the emotional impact on learning. We serve 1846 students, with those qualifying for free and reduced lunches at 59%. In our conversations, many students attuned that while they were okay, they did not feel that all of their peers were.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

The district has implemented summer learning activities during the previous two summers and will continue to do so during the summer of 2023 and 2024. This provides additional instructional time for all students. Combining summer learning with enrichment allows students to enjoy learning. A study of Summer Literacy Invention showed that summer school confirmed a significant positive effect of the summer school intervention on student outcomes in the fall of the implementation year. Our plan calls for 4 weeks of summer school to be held using a combination of instruction and enrichment. Our plan also includes implementation of after-school tutoring. This is a Tier 1 evidence based intervention when students received targeted instructional assistance versus just the day to day instruction. In study 87220, students were provided computer-assisted intervention. Findings were in strong support that students had gains. While ours will be teacher-assisted intervention versus a program, evidence supports this type of intervention.

Feedback from our parents during COVID was that a large number of students detested school and that their socialization with other students was severely impacted. We also have put in place a robust after-school program to allow for students to finish their day with additional time spent on STEM activities and other enrichment. Our plan puts in place after-school tutoring to allow those who need additional smaller group instruction without the pressure of several other students around.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Remaining ESSER Funds will support the implementation of public health protocols required for the operation of school facilities, providing additional instructional supplies to students and families, additional technology support, nursing services, and supporting retention of staff for their increase in duties and challenges.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our district has a lot of low-income families. We historically have 60% of our families who are faced with poverty. Many of our families have experienced generational poverty for many years. We believe that to keeping access to summer learning, after-school programming, and after-school tutoring open to all students this will actually encourage this subgroups of students to attend. Historically our summer programs have been geared toward students in academic need. We believe that being open to all will lower the impression that only struggling students attend. Having student peer models is an important aspect of learning. We do have our teachers reaching out to families directly for those they feel could really benefit from these programs and to address subgroups that might not have good parental involvement. We also have our teachers reaching out earlier in the spring which will allow families to plan and participate. The impact of ESSER II funding will be monitored through an ongoing review of our data. Academic needs will be reviewed through the use of FastBridge and the summative scores on the annual Kansas Assessment. Social, Emotional, and Mental Health needs will be reviewed through the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). We will also use data provided by Communities in Schools to review students they work directly with. When possible, subgroups will be analyzed separately, ensuring the needs of all students are being met, including students from low-income families, students of color, children with disabilities, and students experiencing homelessness. Additionally, we should also see an improvement in individual course grades, decreased retention or retaking of courses, and increases in our graduation rate.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$4,080,503	\$0	\$4,080,503
Approved Total	\$0	\$0	\$0
Amount Left	\$4,080,503	\$0	\$4,080,503
In Review Total	\$4,080,503	\$0	\$4,080,503
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$816,101
Approved Total	\$0
Amount Still Needed	\$816,101
In Review Total	\$1,409,810
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
234-3-0001	Direct	True	1000	115	11A	\$144,000	Task Force Review
234-3-0002	Direct	True	1000	125	11A	\$24,000	Task Force Review
234-3-0003	Direct	True	1000	115	11A	\$11,268	Task Force Review
234-3-0004	Direct	True	1000	221	11A	\$13,714	Task Force Review
234-3-0005	Direct	True	1000	260	11A	\$1,792	Task Force Review
234-3-0006	Direct	True	1000	610	11A	\$12,000	Task Force Review
234-3-0007	Direct	True	2700	125	11A	\$12,000	Task Force Review
234-3-0008	Direct	True	2700	221	11A	\$918	Task Force Review
234-3-0009	Direct	True	2700	260	11A	\$82	Task Force Review
234-3-0010	Direct	True	2700	626	11A	\$3,000	Task Force Review
234-3-0011	Direct	True	1000	346	11A	\$3,000	Task Force Review
234-3-0012	Direct	True	1000	115	11B	\$42,000	Task Force Review
234-3-0013	Direct	True	1000	115	11B	\$9,000	Task Force Review
234-3-0014	Direct	True	1000	125	11B	\$31,353	Task Force Review
234-3-0015	Direct	True	1000	221	11B	\$6,300	Task Force Review
234-3-0016	Direct	True	1000	260	11B	\$824	Task Force Review
234-3-0017	Direct	True	1000	610	11B	\$1,000	Task Force Review
234-3-0018	Direct	True	1000	115	11B	\$83,100	Task Force Review
234-3-0019	Direct	True	1000	221	11B	\$6,357	Task Force Review
234-3-0020	Direct	True	1000	260	11B	\$831	Task Force Review
234-3-0021	Direct	True	1000	610	11B	\$2,000	Task Force Review
234-3-0022	Direct	True	2700	125	11B	\$9,835	Task Force Review
234-3-0023	Direct	True	2700	221	11B	\$753	Task Force Review
234-3-0024	Direct	True	2700	260	11B	\$112	Task Force Review
234-3-0025	Direct	True	2700	626	11B	\$2,380	Task Force Review
234-3-0026	Direct	True	1000	115	11A	\$28,000	Task Force Review
234-3-0027	Direct	True	1000	125	11A	\$30,666	Task Force Review
234-3-0028	Direct	True	1000	221	11A	\$4,488	Task Force Review
234-3-0029	Direct	True	1000	260	11A	\$586	Task Force Review
234-3-0030	Direct	True	1000	610	11A	\$2,000	Task Force Review



234-3-0031	Direct	True	2700	125	11A	\$19,000	Task Force Review
234-3-0032	Direct	True	2700	221	11A	\$1,454	Task Force Review
234-3-0033	Direct	True	2700	260	11A	\$192	Task Force Review
234-3-0034	Direct	True	2700	626	11A	\$2,020	Task Force Review
234-3-0035	Direct	True	1000	111	12	\$264,490	Task Force Review
234-3-0036	Direct	True	1000	121	12	\$56,700	Task Force Review
234-3-0037	Direct	True	1000	121	12	\$67,857	Task Force Review
234-3-0038	Direct	True	1000	210	12	\$89,083	Task Force Review
234-3-0039	Direct	True	1000	221	12	\$34,771	Task Force Review
234-3-0040	Direct	True	1000	260	12	\$4,305	Task Force Review
234-3-0041	Direct	True	1000	610	12	\$6,250	Task Force Review
234-3-0042	Direct	False	2120	111	16	\$194,325	Task Force Review
234-3-0043	Direct	False	2120	210	16	\$24,576	Task Force Review
234-3-0044	Direct	False	2120	221	16	\$14,866	Task Force Review
234-3-0045	Direct	False	2120	260	16	\$1,943	Task Force Review
234-3-0046	Direct	False	2120	610	16	\$2,000	Task Force Review
234-3-0047	Direct	True	2152	111	16	\$143,516	Task Force Review
234-3-0048	Direct	True	2152	210	16	\$12,288	Task Force Review
234-3-0049	Direct	True	2152	221	16	\$10,979	Task Force Review
234-3-0050	Direct	True	2152	260	16	\$1,435	Task Force Review
234-3-0051	Direct	True	2152	610	16	\$1,000	Task Force Review
234-3-0052	Direct	True	2160	111	16	\$157,840	Task Force Review
234-3-0053	Direct	True	2160	210	16	\$12,288	Task Force Review
234-3-0054	Direct	True	2160	221	16	\$12,075	Task Force Review
234-3-0055	Direct	True	2160	260	16	\$1,578	Task Force Review
234-3-0056	Direct	True	2160	610	16	\$1,000	Task Force Review
234-3-0057	Direct	True	1000	115	4	\$7,811	Task Force Review
234-3-0058	Direct	True	1000	221	4	\$597	Task Force Review
234-3-0059	Direct	True	1000	260	4	\$78	Task Force Review
234-3-0060	Direct	False	1000	610	4	\$1,000	Task Force Review
234-3-0061	Direct	False	1000	733	4	\$5,000	Task Force Review
234-3-0062	Direct	False	1000	441	13	\$255,000	Task Force Review
234-3-0063	Direct	False	1000	111	12	\$89,650	Task Force Review
234-3-0064	Direct	False	1000	121	12	\$37,800	Task Force Review
234-3-0065	Direct	False	1000	210	12	\$24,574	Task Force Review
234-3-0066	Direct	False	1000	221	12	\$9,738	Task Force Review
234-3-0067	Direct	False	1000	260	12	\$1,286	Task Force Review
234-3-0068	Direct	False	1000	610	12	\$1,000	Task Force Review
234-3-0069	Direct	False	1000	653	12	\$5,000	Task Force Review
234-3-0070	Direct	False	1000	733	12	\$20,000	Task Force Review
234-3-0071	Direct	False	2213	330	3	\$40,151	Task Force Review
234-3-0072	Direct	True	2213	115	3	\$13,844	Task Force Review

234-3-0073	Direct	False	2213	115	3	\$76,160	Task Force Review
234-3-0074	Direct	False	2213	115	3	\$76,160	Task Force Review
234-3-0075	Direct	False	2213	115	3	\$78,400	Task Force Review
234-3-0076	Direct	False	2213	330	3	\$40,000	Task Force Review
234-3-0077	Direct	False	2213	125	3	\$28,422	Task Force Review
234-3-0078	Direct	False	2213	115	3	\$11,200	Task Force Review
234-3-0079	Direct	False	2213	221	3	\$24,800	Task Force Review
234-3-0080	Direct	False	2213	260	3	\$3,242	Task Force Review
234-3-0081	Direct	False	2213	610	3	\$2,000	Task Force Review
234-3-0082	Direct	False	1000	653	9	\$7,494	Task Force Review
234-3-0083	Direct	False	1000	610	4	\$3,740	Task Force Review
234-3-0084	Direct	False	1000	610	16	\$64,000	Task Force Review
234-3-0085	Direct	False	2230	121	9	\$42,370	Task Force Review
234-3-0086	Direct	False	2230	221	9	\$3,665	Task Force Review
234-3-0087	Direct	False	2230	260	9	\$10,240	Task Force Review
234-3-0088	Direct	False	1000	115	16	\$18,806	Task Force Review
234-3-0089	Direct	False	1000	221	16	\$1,438	Task Force Review
234-3-0090	Direct	False	1000	260	16	\$188	Task Force Review
234-3-0091	Direct	False	1000	250	16	\$1,875	Task Force Review
234-3-0092	Direct	False	2610	125	15	\$12,375	Task Force Review
234-3-0093	Direct	False	2610	126	15	\$7,000	Task Force Review
234-3-0094	Direct	False	2610	221	15	\$1,482	Task Force Review
234-3-0095	Direct	False	2610	260	15	\$194	Task Force Review
234-3-0096	Direct	False	2134	323	16	\$49,000	Task Force Review
234-3-0097	Direct	False	1000	151	16	\$587,000	Task Force Review
234-3-0098	Direct	False	1000	152	16	\$624,000	Task Force Review
234-3-0099	Direct	False	1000	221	16	\$92,645	Task Force Review
234-3-0100	Direct	False	1000	260	16	\$12,110	Task Force Review
234-3-0101	Direct	False	1000	110	12	\$62,778	Task Force Review

## Line Item Details

Line Item ID: 234-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Certified

**Account Number**

93 1000 115 600 011

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified Staff: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer camp at all grade levels. This will be all day long and will be open to all students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding. This is calculated at 15 certified teachers, at \$30/hour, for 4 weeks, 40 hours a week.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$72,000
<b>Budgeted Expenditures in SFY 2024</b>	\$72,000
<b>Total Expenditures</b>	<u>\$144,000</u>

**Status**

Task Force Review

Line Item ID: 234-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Classified

**Account Number**

93 1000 125 600 011

**Function Code**

1000 - Instruction

**Object Code**125 - Temporary Salaries for Non-  
Certified Staff**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Staff: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer camp at all grade levels. This will be all day long and will be open to all students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding. This is calculated at 5 classified teacher aides at \$15/hour, for 4 weeks, 40 hours a week.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,000
<b>Budgeted Expenditures in SFY 2024</b>	\$12,000
<b>Total Expenditures</b>	<u>\$24,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Coordinator

**Account Number**

93 1000 115 600 011

**Function Code**

1000 - Instruction

**Object Code**

115 - Temporary Certified Substitutes' Salaries for Certified Staff

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Coordinator of Summer Programming. This building administrator would be responsible for organizing, tracking of data, and scheduling of staff. Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer camp at all grade levels. This will be all day long and will be open to all students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,634
<b>Budgeted Expenditures in SFY 2024</b>	\$5,634
<b>Total Expenditures</b>	<u>\$11,268</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Payroll Taxes

**Account Number**

93 1000 221 600 011

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll Taxes: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer camp at all grade levels. This will be all day long and will be open to all students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,857
<b>Budgeted Expenditures in SFY 2024</b>	\$6,857
<b>Total Expenditures</b>	\$13,714

**Status**

Task Force Review

Line Item ID: 234-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School SUTA Taxes

**Account Number**

93 1000 260 600 011

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer camp at all grade levels. This will be all day long and will be open to all students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$896
<b>Budgeted Expenditures in SFY 2024</b>	\$896
<b>Total Expenditures</b>	\$1,792

**Status**

Task Force Review

Line Item ID: 234-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Instructional Supplies

**Account Number**

93 1000 610 600 011

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Supplies: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer camp at all grade levels. This will be all day long and will be open to all students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Transportation

**Account Number**

93 2700 125 600 011

**Function Code**

2700 - Student Transportation Services

**Object Code**

125 - Temporary Salaries for Non-Certified Staff

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Transportation wages: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer camp at all grade levels. This will be all day long and will be open to all students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding. This was based upon looking at the average of what it cost us for a 3 week program for the last two summers since classified rates can vary more for our bus drivers. This also takes into account the expansion to a 4-week program. This is for 4 bus drivers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Task Force Review

Line Item ID: 234-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Payroll Taxes

**Account Number**

93 2700 221 600 011

**Function Code**

2700 - Student Transportation Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Transportation Payroll Taxes: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer camp at all grade levels. This will be all day long and will be open to all students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$459
<b>Budgeted Expenditures in SFY 2024</b>	\$459
<b>Total Expenditures</b>	\$918

**Status**

Task Force Review

Line Item ID: 234-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School SUTA Taxes

**Account Number**

93 2700 260 600 011

**Function Code**

2700 - Student Transportation Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Transportation SUTA: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer camp at all grade levels. This will be all day long and will be open to all students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$41
<b>Budgeted Expenditures in SFY 2024</b>	\$41
<b>Total Expenditures</b>	\$82

**Status**

Task Force Review

Line Item ID: 234-3-0010



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Fuel

**Account Number**

93 2700 626 600 011

**Function Code**

2700 - Student Transportation Services

**Object Code**

626 - Gasoline

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Transportation fuel: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer camp at all grade levels. This will be all day long and will be open to all students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 234-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Nursing

**Account Number**

93 1000 346 600 011

**Function Code**

1000 - Instruction

**Object Code**

346 - Medical Services

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Nursing: Provide nurse during student summer learning opportunities to provide additional learning opportunities to make up for learning loss from the impact of COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 234-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Enrichment Certified

**Account Number**

93 1000 115 000 111

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**11B - Planning and implementing  
supplemental after-school programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified Staff Wages for After School Programming for K-5 students serving approximately 75-90 students, to provide additional learning opportunities to make up for learning loss from the impact of COVID19. We used ESSER II funding to pay for part of the SFY 2023 wages. This is approximately 2 certified teachers at \$30/hour for 168 days at approximately 2.25 hours a day. We looked at how many hours have historically been put into the program.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$19,000**Budgeted Expenditures in SFY 2024** \$23,000**Total Expenditures** \$42,000**Status**

Task Force Review

Line Item ID: 234-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Enrichment Coordinator

**Account Number**

93 1000 115 000 111

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**11B - Planning and implementing  
supplemental after-school programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Coordinator for After School Programming for K-5 students serving approximately 75-90 students, to provide additional learning opportunities to make up for learning loss from the impact of COVID19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,500**Budgeted Expenditures in SFY 2024** \$4,500**Total Expenditures** \$9,000**Status**

Task Force Review

Line Item ID: 234-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Enrichment Classified

**Account Number**

93 1000 125 000 111

**Function Code**

1000 - Instruction

**Object Code**

125 - Temporary Salaries for Non-Certified Staff

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Staff Wages for After School Programming for K-5 students serving approximately 75-90 students, to provide additional learning opportunities to make up for learning loss from the impact of COVID19. We have held this program the past two school years. We used ESSER II to pay for some of the SFY 2023 wages. This is historically how much payroll cost for this program. Typically this is 8 classified workers to assist for 10-12 hours each week at \$10.93/hour depending how many days each week we are in session.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,003
<b>Budgeted Expenditures in SFY 2024</b>	\$17,350
<b>Total Expenditures</b>	\$31,353

**Status**

Task Force Review

Line Item ID: 234-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Enrichment Payroll Taxes

**Account Number**

93 1000 221 000 111

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll tax for After School Programming for K-5 students serving approximately 75-90 students, to provide additional learning opportunities to make up for learning loss from the impact of COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,869
<b>Budgeted Expenditures in SFY 2024</b>	\$3,431
<b>Total Expenditures</b>	\$6,300

**Status**

Task Force Review

Line Item ID: 234-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Enrichment SUTA Taxes

**Account Number**

93 1000 260 000 111

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA for After School Programming for K-5 students serving approximately 75-90 students, to provide additional learning opportunities to make up for learning loss from the impact of COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$375
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<b>Budgeted Expenditures in SFY 2024</b>	\$449
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<b>Total Expenditures</b>	\$824
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**Status**

Task Force Review

Line Item ID: 234-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Enrichment Supplies

**Account Number**

93 1000 610 000 111

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Supplies for After School Programming for K-5 students serving approximately 75-90 students, to provide additional learning opportunities to make up for learning loss from the impact of COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$500
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<b>Budgeted Expenditures in SFY 2024</b>	\$500
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<b>Total Expenditures</b>	\$1,000
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**Status**

Task Force Review

Line Item ID: 234-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Tutoring Certified

**Account Number**

93 1000 115 000 012

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**11B - Planning and implementing  
supplemental after-school programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified Wages: After School tutoring to be provided in small groups, starting with the elementary levels, but to expand to additional grades to provide additional learning opportunities to help with learning loss during COVID19. This is starting up in SFY 2023 so we only had a partial year. The calculation is for 112 days at \$30/hour for 10 certified teachers (SFY23) and 165 days at \$30/hour for 10 certified teachers (SFY23).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33,600
<b>Budgeted Expenditures in SFY 2024</b>	\$49,500
<b>Total Expenditures</b>	\$83,100

**Status**

Task Force Review

Line Item ID: 234-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Tutoring Payroll Taxes

**Account Number**

93 1000 221 000 012

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**11B - Planning and implementing  
supplemental after-school programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll Taxes: After School tutoring to be provided in small groups, starting with the elementary levels, but to expand to additional grades to provide additional learning opportunities to help with learning loss during COVID19/

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,570
<b>Budgeted Expenditures in SFY 2024</b>	\$3,787
<b>Total Expenditures</b>	\$6,357

**Status**

Task Force Review

Line Item ID: 234-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Tutoring SUTA

**Account Number**

93 1000 260 000 012

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA: After School tutoring to be provided in small groups, starting with the elementary levels, but to expand to additional grades to provide additional learning opportunities to help with learning loss during COVID19/

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$336
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<b>Budgeted Expenditures in SFY 2024</b>	\$495
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<b>Total Expenditures</b>	<u>\$831</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Tutoring Supplies

**Account Number**

93 1000 610 000 012

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Instructional supplies: After School tutoring to be provided in small groups, starting with the elementary levels, but to expand to additional grades to provide additional learning opportunities to help with learning loss during COVID19/

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
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<b>Total Expenditures</b>	<u>\$2,000</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School Tutoring Transportation

**Account Number**

93 2700 125 000 012

**Function Code**

2700 - Student Transportation Services

**Object Code**

125 - Temporary Salaries for Non-Certified Staff

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Transportation of students from After School tutoring to be provided in small groups, starting with the elementary levels, but to expand to additional grades to provide additional learning opportunities to help with learning loss during COVID19. This is calculated by taking \$18.00/hour by 2 hours by 112 days for SFY23 and approximately \$18.25/hour by 2 hours by 158 days for 1 bus driver.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,060
<b>Budgeted Expenditures in SFY 2024</b>	\$5,775
<b>Total Expenditures</b>	<u>\$9,835</u>

**Status**

Task Force Review

Line Item ID: 234-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**After School Tutoring Transportation  
Payroll Taxes**Account Number**

93 2700 221 000 012

**Function Code**

2700 - Student Transportation Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll Tax for transportation of students from After School tutoring to be provided in small groups, starting with the elementary levels, but to expand to additional grades to provide additional learning opportunities to help with learning loss during COVID19/

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$311
<b>Budgeted Expenditures in SFY 2024</b>	\$442
<b>Total Expenditures</b>	<u>\$753</u>

**Status**

Task Force Review

Line Item ID: 234-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**After School Tutoring Transportation  
SUTA**Account Number**

93 2700 260 000 012

**Function Code**

2700 - Student Transportation Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA for transportation of students from After School tutoring to be provided in small groups, starting with the elementary levels, but to expand to additional grades to provide additional learning opportunities to help with learning loss during COVID19/

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$39
<b>Budgeted Expenditures in SFY 2024</b>	\$73
<b>Total Expenditures</b>	<u>\$112</u>

**Status**

Task Force Review

Line Item ID: 234-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**After School Tutoring Transportation  
Fuel**Account Number**

93 2700 626 000 012

**Function Code**

2700 - Student Transportation Services

**Object Code**

626 - Gasoline

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fuel for transportation of students from After School tutoring to be provided in small groups, starting with the elementary levels, but to expand to additional grades to provide additional learning opportunities to help with learning loss during COVID19/

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,070
<b>Budgeted Expenditures in SFY 2024</b>	\$1,310
<b>Total Expenditures</b>	<u>\$2,380</u>

**Status**

Task Force Review

Line Item ID: 234-3-0026



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Extended School Year Certified

**Account Number**

93 1000 115 600 211

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Staff: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer learning for those needing additional special education services. This will be for half days and be open to identified students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding. This would be approximately 5 classified staff at 40 hours a week for 4 weeks at an approximate wage of \$15/hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
<b>Budgeted Expenditures in SFY 2024</b>	\$14,000
<b>Total Expenditures</b>	<u>\$28,000</u>

**Status**

Task Force Review

Line Item ID: 234-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Extended School Year Classified

**Account Number**

93 1000 125 600 211

**Function Code**

1000 - Instruction

**Object Code**

125 - Temporary Salaries for Non-Certified Staff

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Staff: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer learning for those needing additional special education services. This will be for half days and be open to identified students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding. This is calculated using SFY 2022 labor costs, increased to allow for 4 weeks of learning, even though continuing at half a day. This would be approximately 16 staff working between 2-3 hours per day.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,333
<b>Budgeted Expenditures in SFY 2024</b>	\$15,333
<b>Total Expenditures</b>	<u>\$30,666</u>

**Status**

Task Force Review

Line Item ID: 234-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Extended School Year Payroll Tax

**Account Number**

93 1000 221 600 211

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll Tax: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer learning for those needing additional special education services. This will be for half days and be open to identified students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,244
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<b>Budgeted Expenditures in SFY 2024</b>	\$2,244
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<b>Total Expenditures</b>	<u>\$4,488</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Extended School Year SUTA

**Account Number**

93 1000 260 600 211

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer learning for those needing additional special education services. This will be for half days and be open to identified students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$293
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<b>Budgeted Expenditures in SFY 2024</b>	\$293
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<b>Total Expenditures</b>	<u>\$586</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Extended School Year Supplies

**Account Number**

93 1000 610 600 211

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Supplies: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer learning for those needing additional special education services. This will be for half days and be open to identified students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 234-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Extended School Year Transportation

**Account Number**

93 2700 125 600 211

**Function Code**

2700 - Student Transportation Services

**Object Code**

125 - Temporary Salaries for Non-Certified Staff

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Transportation Wages: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer learning for those needing additional special education services. This will be for half days and be open to identified students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding. This would be approximately 6 drivers and one bus monitor and was calculated using the cost of the SFY 2022 program paid out of special education CRSSA funds. This continues that program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,500
<b>Budgeted Expenditures in SFY 2024</b>	\$9,500
<b>Total Expenditures</b>	<u>\$19,000</u>

**Status**

Task Force Review

Line Item ID: 234-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Extended School Year Transportation  
PR Tax**Account Number**

93 2700 221 600 211

**Function Code**

2700 - Student Transportation Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Transportation Payroll tax: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer learning for those needing additional special education services. This will be for half days and be open to identified students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$727
<b>Budgeted Expenditures in SFY 2024</b>	\$727
<b>Total Expenditures</b>	<u>\$1,454</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Extended School Year Transportation  
SUTA**Account Number**

93 2700 260 600 211

**Function Code**

2700 - Student Transportation Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Transportation SUTA: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer learning for those needing additional special education services. This will be for half days and be open to identified students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$96
<b>Budgeted Expenditures in SFY 2024</b>	\$96
<b>Total Expenditures</b>	<u>\$192</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Extended School Year Transportation  
Fuel**Account Number**

93 2700 626 600 211

**Function Code**

2700 - Student Transportation Services

**Object Code**

626 - Gasoline

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Transportation Fuel: Additional summer learning opportunities for students to address loss of learning due to COVID 19. 4 weeks of summer learning for those needing additional special education services. This will be for half days and be open to identified students. This would take place in June each summer. Staff will be working outside of their contract. This will be combined with additional summer opportunities provided from other sources of funding.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,010
<b>Budgeted Expenditures in SFY 2024</b>	\$1,010
<b>Total Expenditures</b>	<u>\$2,020</u>

**Status**

Task Force Review

Line Item ID: 234-3-0035



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Teacher

**Account Number**

93 1000 111 000 012

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Four (4) Teaching positions to accommodate. Two (2) would be assigned to special education and two (2) would be assigned specifically for intervention help minimize the class size to be able to maintain spacing of students in regard to COVID19. Two special education positions are based upon a MS, Step 1 on our salary schedule, which is \$44,825. One of the intervention positions is based upon a MS, Step 1 on our salary schedule, which is \$44,825 and the second is based on a BS, Step 1 on our salary schedule, which is \$41,506. For SFY 2023, salaries were based upon a half year as these positions would be added with the 2nd semester. For SFY 2024, this would be full-year positions. The special education positions are imperative as we have seen a material increase of 16% in the number of students identified for special education services after COVID. This was especially evident in early grade levels. Special education staff will be addressing the learning loss experienced by students due to not have early intervention special education instruction due to COVID19 when they were not in-person or missed multiple days due to quarantine or isolation. Additional personnel will be used to close gaps and provide more individualized instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$87,990
<b>Budgeted Expenditures in SFY 2024</b>	\$176,500
<b>Total Expenditures</b>	\$264,490

**Status**

Task Force Review

Line Item ID: 234-3-0036

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Classroom Paraeducators

**Account Number**

93 1000 121 000 012

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Two(2) new paraeducator positions to provide additional one-on-one help for students to help with learning loss due to COVID19. These paraeducators would work with special education students. For SFY 2023, this was based on 630 hours at \$15/hour multiplied by two positions. For SFY 2024, this was based on 1260 hours at \$15/hour multiplied by two positions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,900
<b>Budgeted Expenditures in SFY 2024</b>	\$37,800
<b>Total Expenditures</b>	\$56,700

**Status**

Task Force Review

Line Item ID: 234-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Aide

**Account Number**

93 1000 121 000 012

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Two(2) new instructional aides to provide additional one-on-one help for students to help with learning loss due to COVID19. Compensation is at \$12.50/hour for 1312.50 hours and then \$13.25/hour for 1260.00 hours. This positions are in our Student Success Center (SSC) which specifically is structured to provide additional intervention help with smaller classroom size. Reviewing the student demographics in that space 100% of the students would fall under the criteria of a student subgroup.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33,101
<b>Budgeted Expenditures in SFY 2024</b>	\$34,756
<b>Total Expenditures</b>	\$67,857

**Status**

Task Force Review

Line Item ID: 234-3-0038

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Fringe

**Account Number**

93 1000 210 000 012

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Health Insurance on eight (8) new instructional positions to provide additional instructional help to address learning loss due to COVID-19. These staff are listed on 234-3-0035 (3), 234-3-0035 (1), 234-3-0036 (2), and 234-3-037 (2).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$33,787
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<b>Budgeted Expenditures in SFY 2024</b>	\$55,296
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<b>Total Expenditures</b>	<u>\$89,083</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0039

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Payroll Tax

**Account Number**

93 1000 221 000 012

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll tax on eight (8) new instructional positions to provide additional instructional help to address learning loss due to COVID-19. These staff are listed on 234-3-0035 (3), 234-3-0035 (1), 234-3-0036 (2), and 234-3-037 (2).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$12,503
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<b>Budgeted Expenditures in SFY 2024</b>	\$22,268
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<b>Total Expenditures</b>	<u>\$34,771</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0040

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional SUTA

**Account Number**

93 1000 260 000 012

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA on eight (8) new instructional positions to provide additional instructional help to address learning loss due to COVID-19. These staff are listed on 234-3-0035 (3), 234-3-0035 (1), 234-3-0036 (2), and 234-3-037 (2).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,400
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<b>Budgeted Expenditures in SFY 2024</b>	\$2,905
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<b>Total Expenditures</b>	<u>\$4,305</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies

**Account Number**

93 1000 610 000 012

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Instructional supplies for new instructional positions to provide additional instructional help to address learning loss due to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,750
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,500
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<b>Total Expenditures</b>	<u>\$6,250</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Counselors

**Account Number**

93 2120 111 000 016

**Function Code**

2120 - Guidance Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

School counselors play an instrumental part of a student's academic journey and act as the liaison for various resources a students well-being. We have added a counselor at the middle school and high school levels to provide additional resources to students as they navigate after COVID19. These were the students who will graduate the soonest and thus have less time to make up for the time that was lost due to COVID19. The high school counselor is \$46291 and the middle school counselor is \$49436. These amounts are based on our salary schedule and both positions come with extended days. These days can be used before and after the start of school to provide outreach to students to stay connected and will allow for the proper assessments and tracking student data to put in place individual plans of study for grades 6th - 12th. This expense was chosen specifically to respond to students' academic needs due to the loss of learning with COVID19. This will allow time for counselors to visit with more individual students. 60% of our student population come from low-income families.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$95,727
<b>Budgeted Expenditures in SFY 2024</b>	\$98,598
<b>Total Expenditures</b>	<u>\$194,325</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Counselor Fringe

**Account Number**

93 2120 210 000 016

**Function Code**

2120 - Guidance Services

**Object Code**

210 - Group Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Health Insurance: School counselors play an instrumental part of a student's academic journey and act as the liaison for various resources a students well-being. We have added a counselor at the middle school and high school levels to provide additional resources to students as they navigate after COVID19. These were the students who will graduate the soonest and thus have less time to make up for the time that was lost due to COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,288
<b>Budgeted Expenditures in SFY 2024</b>	\$12,288
<b>Total Expenditures</b>	\$24,576

**Status**

Task Force Review

Line Item ID: 234-3-0044

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Counselor Payroll Tax

**Account Number**

93 2120 221 000 016

**Function Code**

2120 - Guidance Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll Tax: School counselors play an instrumental part of a student's academic journey and act as the liaison for various resources a students well-being. We have added a counselor at the middle school and high school levels to provide additional resources to students as they navigate after COVID19. These were the students who will graduate the soonest and thus have less time to make up for the time that was lost due to COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,323
<b>Budgeted Expenditures in SFY 2024</b>	\$7,543
<b>Total Expenditures</b>	\$14,866

**Status**

Task Force Review

Line Item ID: 234-3-0045

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Counselor SUTA

**Account Number**

93 2120 260 000 016

**Function Code**

2120 - Guidance Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA: School counselors play an instrumental part of a student's academic journey and act as the liaison for various resources a students well-being. We have added a counselor at the middle school and high school levels to provide additional resources to students as they navigate after COVID19. These were the students who will graduate the soonest and thus have less time to make up for the time that was lost due to COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$957
<b>Budgeted Expenditures in SFY 2024</b>	\$986
<b>Total Expenditures</b>	<u>\$1,943</u>

**Status**

Task Force Review

Line Item ID: 234-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Counselor Supplies

**Account Number**

93 2120 610 000 016

**Function Code**

2120 - Guidance Services

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Counseling Supplies: School counselors play an instrumental part of a student's academic journey and act as the liaison for various resources a students well-being. We have added a counselor at the middle school and high school levels to provide additional resources to students as they navigate after COVID19. These were the students who will graduate the soonest and thus have less time to make up for the time that was lost due to COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 234-3-0047

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Speech Pathologist

**Account Number**

93 2152 111 000 016

**Function Code**

2152 - Speech Pathology Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The number of identified students needing speech therapy services increased from # before COVID to # at the end of the 21-22 school year. The required masking of faces/lips was hard on developing students. We have added an additional speech pathologist to help with those needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$70,008
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<b>Budgeted Expenditures in SFY 2024</b>	\$73,508
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<b>Total Expenditures</b>	<u>\$143,516</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0048

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Speech Pathologist Fringe

**Account Number**

93 2152 210 000 016

**Function Code**

2152 - Speech Pathology Services

**Object Code**

210 - Group Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Health Insurance: The number of identified students needing speech therapy services increased from # before COVID to # at the end of the 21-22 school year. The required masking of faces/lips was hard on developing students. We have added an additional speech pathologist to help with those needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$6,144
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<b>Budgeted Expenditures in SFY 2024</b>	\$6,144
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<b>Total Expenditures</b>	<u>\$12,288</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0049



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Speech Pathologist Payroll Tax

**Account Number**

93 2152 221 000 016

**Function Code**

2152 - Speech Pathology Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll Tax: The number of identified students needing speech therapy services increased from # before COVID to # at the end of the 21-22 school year. The required masking of faces/lips was hard on developing students. We have added an additional speech pathologist to help with those needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,356
<b>Budgeted Expenditures in SFY 2024</b>	\$5,623
<b>Total Expenditures</b>	<u>\$10,979</u>

**Status**

Task Force Review

Line Item ID: 234-3-0050

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Speech Pathologist SUTA

**Account Number**

93 2152 260 000 016

**Function Code**

2152 - Speech Pathology Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA: The number of identified students needing speech therapy services increased from # before COVID to # at the end of the 21-22 school year. The required masking of faces/lips was hard on developing students. We have added an additional speech pathologist to help with those needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$700
<b>Budgeted Expenditures in SFY 2024</b>	\$735
<b>Total Expenditures</b>	<u>\$1,435</u>

**Status**

Task Force Review

Line Item ID: 234-3-0051

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Speech Supplies

**Account Number**

93 2152 610 000 016

**Function Code**

2152 - Speech Pathology Services

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Speech Supplies: The number of identified students needing speech therapy services increased from # before COVID to # at the end of the 21-22 school year. The required masking of faces/lips was hard on developing students. We have added an additional speech pathologist to help with those needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 234-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Occupational Therapist

**Account Number**

93 2160 111 000 016

**Function Code**

2160 -

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The number of identified students needing occupational therapy services increased from # before COVID to # at the end of the 21-22 school year. We have added an additional occupational therapist to help with those needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$76,995
<b>Budgeted Expenditures in SFY 2024</b>	\$80,845
<b>Total Expenditures</b>	<u>\$157,840</u>

**Status**

Task Force Review

Line Item ID: 234-3-0053

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Occupational Therapist Fringe

**Account Number**

93 2160 210 000 016

**Function Code**

2160 -

**Object Code**

210 - Group Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Health Insurance: The number of identified students needing occupational therapy services increased from # before COVID to # at the end of the 21-22 school year. We have added an additional occupational therapist to help with those needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$6,144
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<b>Budgeted Expenditures in SFY 2024</b>	\$6,144
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<b>Total Expenditures</b>	<u>\$12,288</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0054

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Occupational Therapist Payroll Tax

**Account Number**

93 2160 221 000 016

**Function Code**

2160 -

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll Tax: The number of identified students needing occupational therapy services increased from # before COVID to # at the end of the 21-22 school year. We have added an additional occupational therapist to help with those needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$5,890
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<b>Budgeted Expenditures in SFY 2024</b>	\$6,185
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<b>Total Expenditures</b>	<u>\$12,075</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0055

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Occupational Therapist SUTA

**Account Number**

93 2160 260 000 016

**Function Code**

2160 -

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA: The number of identified students needing occupational therapy services increased from # before COVID to # at the end of the 21-22 school year. We have added an additional occupational therapist to help with those needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$770
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<b>Budgeted Expenditures in SFY 2024</b>	\$808
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<b>Total Expenditures</b>	<u>\$1,578</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0056

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Occupational Supplies

**Account Number**

93 2160 610 000 016

**Function Code**

2160 -

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

OT Supplies: The number of identified students needing occupational therapy services increased from # before COVID to # at the end of the 21-22 school year. We have added an additional occupational therapist to help with those needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$500
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<b>Budgeted Expenditures in SFY 2024</b>	\$500
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<b>Total Expenditures</b>	<u>\$1,000</u>
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**Status**

Task Force Review

Line Item ID: 234-3-0057

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Teacher Additional Days

**Account Number**

93 1000 115 600 004

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Add 10 more days to Behavioral Teacher to be able to reach out to students during the summer months to check in on students and create a continuous contact for those students who have struggled and experienced an increase in behaviors after COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,848
<b>Budgeted Expenditures in SFY 2024</b>	\$3,963
<b>Total Expenditures</b>	<u>\$7,811</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Teacher Payroll Tax

**Account Number**

93 1000 221 600 004

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll Tax: Add 10 more days to Behavioral Teacher to be able to reach out to students during the summer months to check in on students and create a continuous contact for those students who have struggled and experienced an increase in behaviors after COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$294
<b>Budgeted Expenditures in SFY 2024</b>	\$303
<b>Total Expenditures</b>	<u>\$597</u>

**Status**

Task Force Review

Line Item ID: 234-3-0059

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Teacher SUTA

**Account Number**

93 1000 260 600 004

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA: Add 10 more days to Behavioral Teacher to be able to reach out to students during the summer months to check in on students and create a continuous contact for those students who have struggled and experienced an increase in behaviors after COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$38
<b>Budgeted Expenditures in SFY 2024</b>	\$40
<b>Total Expenditures</b>	<u>\$78</u>

**Status**

Task Force Review

Line Item ID: 234-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classroom Supplies

**Account Number**

93 1000 610 000 004

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional supplies due to expansion to a separate classroom space for students with increasing behavior incidences since COVID19. This will allow more one-on-one instruction. The loss of in-person learning for kids with behavioral issues has very dramatic. The structure they lost is noticeable and the number of incidences have increased since the pandemic. This is particularly been an issue for those in the elementary levels. Typically if a child misses even a few days, we see an increase in acting out upon their return. When students were quarantined at home, they did not receive the continuous help of the staff. This will allow more one-on-one instruction. This is an existing space that will become available when our preschool moves.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$1,000

**Status**

Task Force Review

Line Item ID: 234-3-0061



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classroom Furniture

**Account Number**

93 1000 733 000 004

**Function Code**

1000 - Instruction

**Object Code**

733 - Furniture and Fixtures

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional furnishings due to expansion to a separate classroom space for students with increasing behavior incidences since COVID19. The loss of in-person learning for kids with behavioral issues has very dramatic. The structure they lost is noticeable and the number of incidences have increased since the pandemic. This is particularly been an issue for those in the elementary levels. Typically if a child misses even a few days, we see an increase in acting out upon their return. When students were quarantined at home, they did not receive the continuous help of the staff. This will allow more one-on-one instruction. This is an existing space that will become available when our preschool moves.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	\$5,000

**Status**

Task Force Review

Line Item ID: 234-3-0062

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classroom Lease - Preschool

**Account Number**

93 1000 441 500 013

**Function Code**

1000 - Instruction

**Object Code**

441 - Renting Land and Buildings

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Expansion of Preschool to provide 2 more classrooms and appropriate spacing of classrooms to allow for social distancing for COVID19 protocols. Expansion of preschool was an area that consistently came up in our community conversations as an increased need for students and our community. We are seeing an increase in students identified who need special education services. This would allow all of our preschool students to be served from one location. This is the amount for annual rental of the property for 17,000 square feet. This would include all maintenance, utilities, access to a kitchen, etc. The location will be at the previous location of our hospital, which was abandoned in February 2019. We did a survey of building a space or remodeling our current preschool. The cost was \$4.4 million to renovate and approximately \$8.3 million to build a new building with approximately \$17,000 square feet.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$255,000
<b>Total Expenditures</b>	\$255,000

**Status**

Task Force Review

Line Item ID: 234-3-0063

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Teacher Preschool

**Account Number**

93 1000 111 500 012

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Add two certified teachers for expansion of Preschool to provide 2 more classrooms and appropriate spacing of classrooms to allow for social distancing for COVID19 protocols. Expansion of preschool was an area that consistently came up in our community conversations as an increased need for students and our community. We are seeing an increase in students identified who need special education services. This would allow all of our preschool students to be served from one location.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$89,650
<b>Total Expenditures</b>	\$89,650

**Status**

Task Force Review

Line Item ID: 234-3-0064

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Paraeducator Preschool

**Account Number**

93 1000 121 500 012

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Add two paraeducators to for expansion of Preschool to provide 2 more classrooms and appropriate spacing of classrooms to allow for social distancing for COVID19 protocols. Expansion of preschool was an area that consistently came up in our community conversations as an increased need for students and our community. We are seeing an increase in students identified who need special education services. This would allow all of our preschool students to be served from one location.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$37,800
<b>Total Expenditures</b>	<u>\$37,800</u>

**Status**

Task Force Review

Line Item ID: 234-3-0065

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Preschool Fringe

**Account Number**

93 1000 210 500 012

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional health insurance cost due to additional staff for expansion of Preschool to provide 2 more classrooms and appropriate spacing of classrooms to allow for social distancing for COVID19 protocols. Expansion of preschool was an area that consistently came up in our community conversations as an increased need for students and our community. We are seeing an increase in students identified who need special education services. This would allow all of our preschool students to be served from one location.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$24,574
<b>Total Expenditures</b>	\$24,574

**Status**

Task Force Review

Line Item ID: 234-3-0066

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Preschool Payroll Tax

**Account Number**

93 1000 221 500 012

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll tax cost due to additional staff for expansion of Preschool to provide 2 more classrooms and appropriate spacing of classrooms to allow for social distancing for COVID19 protocols. Expansion of preschool was an area that consistently came up in our community conversations as an increased need for students and our community. We are seeing an increase in students identified who need special education services. This would allow all of our preschool students to be served from one location.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$9,738
<b>Total Expenditures</b>	<u>\$9,738</u>

**Status**

Task Force Review

Line Item ID: 234-3-0067

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Preschool SUTA

**Account Number**

93 1000 260 500 012

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA due to additional staff for expansion of Preschool to provide 2 more classrooms and appropriate spacing of classrooms to allow for social distancing for COVID19 protocols. Expansion of preschool was an area that consistently came up in our community conversations as an increased need for students and our community. We are seeing an increase in students identified who need special education services. This would allow all of our preschool students to be served from one location.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,286
<b>Total Expenditures</b>	<u>\$1,286</u>

**Status**

Task Force Review

Line Item ID: 234-3-0068

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Preschool Supplies

**Account Number**

93 1000 610 500 012

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classroom supplies due to expansion of Preschool to provide 2 more classrooms and appropriate spacing of classrooms to allow for social distancing for COVID19 protocols. Expansion of preschool was an area that consistently came up in our community conversations as an increased need for students and our community. We are seeing an increase in students identified who need special education services. This would allow all of our preschool students to be served from one location.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 234-3-0069



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Preschool Technology

**Account Number**

93 1000 653 500 012

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Initial purchase of additional technology to support expansion of Preschool to provide 2 more classrooms and appropriate spacing of classrooms to allow for social distancing for COVID19 protocols. Expansion of preschool was an area that consistently came up in our community conversations as an increased need for students and our community. We are seeing an increase in students identified who need special education services. This would allow all of our preschool students to be served from one location.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
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<b>Total Expenditures</b>	\$5,000
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**Status**

Task Force Review

Line Item ID: 234-3-0070

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Preschool Furniture &amp; Fixtures

**Account Number**

93 1000 733 500 012

**Function Code**

1000 - Instruction

**Object Code**

733 - Furniture and Fixtures

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Expansion of Preschool to provide 2 more classrooms and appropriate spacing of classrooms to allow for social distancing for COVID19 protocols. Expansion of preschool was an area that consistently came up in our community conversations as an increased need for students and our community. We are seeing an increase in students identified who need special education services. This would allow all of our preschool students to be served from one location.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
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<b>Total Expenditures</b>	\$20,000
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**Status**

Task Force Review

Line Item ID: 234-3-0071

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional Development

**Account Number**

93 2213 330 000 803

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PLC training including on-site training twice a year for all certified staff (185) and conference training for 10 staff, including administrators and certified staff, for professional development to help address student learning loss attributed to COVID19. This also includes one week of workshops geared toward staff mental health. This training is specific to addressing how to modify teaching to help students learn and comprehend versus just teaching the material. We have also set aside time within our calendar for collaboration time which allows the content areas to discuss subgroups and how to address those areas. Special education, English learners, and classroom teachers are all involved in this training.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$24,151

**Budgeted Expenditures in SFY 2024** \$16,000

**Total Expenditures** \$40,151

**Status**

Task Force Review

Line Item ID: 234-3-0072

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Coaches Additional Days

**Account Number**

93 2213 115 000 803

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

115 - Temporary Certified Substitutes' Salaries for Certified Staff

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Add 10 additional days to two instructional coaches to provide additional hands on assistance to teachers as they put into practice the training to address student learning loss attributed to COVID19.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$6,922

**Budgeted Expenditures in SFY 2024** \$6,922

**Total Expenditures** \$13,844

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Staff Training

**Account Number**

93 2213 115 000 803

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

115 - Temporary Certified Substitutes' Salaries for Certified Staff

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Behavioral Management System training to address increased behavioral issues due to COVID19. This will help staff safely respond to student acting out with behaviors. This will train 68 staff over 4 days paying at our curricular rate of \$20/hour. Since the pandemic, we have seen an increase in student behaviors and social emotional needs. Through the implementation of a systematic behavioral management system, staff will work to create consistency for students across classrooms. In addition to creating stability throughout the building, this implementation will also reinforce desired behaviors and appropriate social responses. Our behavioral team has been meeting monthly, but will finalize the particular module/program the spring SFY 2023 semester to then put in place training during the summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$38,080
<b>Budgeted Expenditures in SFY 2024</b>	\$38,080
<b>Total Expenditures</b>	<u>\$76,160</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Staff Training

**Account Number**

93 2213 115 000 803

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

115 - Temporary Certified Substitutes' Salaries for Certified Staff

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

LTRS Curriculum Work during the summer to help teachers gain more skills to help students with literacy which students have struggled after going through the COVID19 pandemic. This will train 68 staff over 4 days paying our curricular rate of \$20/hour. According to our fall district MAP data, we currently have a high percentage of students below benchmark in reading (K-59%, 1st-68%, 2nd-80%, 3rd-72%). LTRStraining will work to build foundational reading skills and strategies into classroom reading instruction. Students will directly benefit during their core reading instruction, as well as during their reading interventions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$38,080
<b>Budgeted Expenditures in SFY 2024</b>	\$38,080
<b>Total Expenditures</b>	\$76,160

**Status**

Task Force Review

Line Item ID: 234-3-0075

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Staff Training

**Account Number**

93 2213 115 000 803

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

115 - Temporary Certified Substitutes' Salaries for Certified Staff

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Leadership development through the use of a summer institute working on Professional Learning Community implementation to help address learning loss with students due to COVID19. This will train 70 staff over 4 days paying our curricular rate of \$20/hour. Further leadership development of staff helps to ensure that those with the most information about student needs and growth are driving the conversations about learning and mastery. This summer institute will equip teachers to recognize, assess, and respond to student academic, social, and emotional needs through a variety of skills, resources, and supports.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$39,200
<b>Budgeted Expenditures in SFY 2024</b>	\$39,200
<b>Total Expenditures</b>	<u>\$78,400</u>

**Status**

Task Force Review

Line Item ID: 234-3-0076

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional Development

**Account Number**

93 2213 330 000 803

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional learning community workshops geared toward increased awareness of student learning due to COVID19. Through the use of PLCs, USD 234 will ensure the representation of subgroups through the structuring of teams. PLC work will focus on the identification of priority standards, directly related to current student performance and needs, as well as building common assessments to ensure student learning. Through the use of these assessments, teachers will be able to identify student gaps and additional needs. Further data analysis will help to identify the impact on various subgroups as well as unknown biases that may be present. Additional training in the PLC model will also assist with interventions and strategies to ensure academic, social, and emotional success.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$20,000**Total Expenditures** \$40,000**Status**

Task Force Review

Line Item ID: 234-3-0077

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Substitutes for PD

**Account Number**

93 2213 125 000 803

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

125 - Temporary Salaries for Non-Certified Staff

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Substitutes for Certified Staff attending professional development to help address student learning loss attributed to COVID19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14,211**Budgeted Expenditures in SFY 2024** \$14,211**Total Expenditures** \$28,422**Status**

Task Force Review

Line Item ID: 234-3-0078

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

New Staff Training

**Account Number**

93 2213 115 000 803

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

115 - Temporary Certified Substitutes' Salaries for Certified Staff

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to a large amount of retirements due the COVID19 pandemic, we have had a significant turnover in staff. This will allow us to bring in new teaching staff to the district for 2 days prior to the start of the year to familiarize them with procedures and processes related to COVID19. This will make them better aware of available district resources.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,600
<b>Budgeted Expenditures in SFY 2024</b>	\$5,600
<b>Total Expenditures</b>	<u>\$11,200</u>

**Status**

Task Force Review

Line Item ID: 234-3-0079

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Training Payroll Tax

**Account Number**

93 2213 221 000 803

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll Tax: Related payroll taxes on training gross related to COVID-19 as detailed in lines above.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,400
<b>Budgeted Expenditures in SFY 2024</b>	\$12,400
<b>Total Expenditures</b>	<u>\$24,800</u>

**Status**

Task Force Review

Line Item ID: 234-3-0080

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Training SUTA

**Account Number**

93 2213 260 000 803

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA: Related payroll taxes on training gross related to COVID-19 as detailed in lines above.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,621**Budgeted Expenditures in SFY 2024** \$1,621**Total Expenditures** \$3,242**Status**

Task Force Review

Line Item ID: 234-3-0081

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

PD Supplies

**Account Number**

93 2213 610 000 803

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Development materials for PLC training for staff to have training for student learning loss attributed to COVID19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 234-3-0082



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology Software

**Account Number**

93 1000 653 000 009

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Educational Software to allow LEA students to work in-person or while in temporary remote status due to COVID 19. Software (Zoom) (\$1941/\$3881) allows teachers to check in with students so that students can continue learning and provides teachers with access to professional development resources. Screencastify (\$1044) allows for recording of lessons to allow additional learning opportunities. Power School plug-ins (\$628) allow for tracking of data.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,941
<b>Budgeted Expenditures in SFY 2024</b>	\$5,553
<b>Total Expenditures</b>	<u>\$7,494</u>

**Status**

Task Force Review

Line Item ID: 234-3-0083

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Student Needs Supplies

**Account Number**

93 1000 610 000 004

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Connecting families with community resources for those disengaged due to COVID 19, specifically to address the unique needs of low-income students. This will help address basic needs of these students that prevent or discourage them from coming to school. Supplies to include lice kits, essential clothing, nursing supplies, and classroom supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,870
<b>Budgeted Expenditures in SFY 2024</b>	\$1,870
<b>Total Expenditures</b>	<u>\$3,740</u>

**Status**

Task Force Review

Line Item ID: 234-3-0084

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Supplies

**Account Number**

93 1000 610 000 016

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Instructional supplies for classrooms to limit sharing of resources and to offset increases in costs due to COVID19. We allocated this as \$200 for 160 classroom teachers. Teachers are the most likely to be in-tune with their students. This SFY2023, we spent \$34,120 on elementary school supplies out of a donation and grant we received. This was in addition to the normal school supply lines we have in place.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$32,000
<b>Budgeted Expenditures in SFY 2024</b>	\$32,000
<b>Total Expenditures</b>	\$64,000

**Status**

Task Force Review

Line Item ID: 234-3-0085

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Help Desk Technician

**Account Number**

93 2230 121 000 009

**Function Code**

2230 -

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,210
<b>Budgeted Expenditures in SFY 2024</b>	\$30,160
<b>Total Expenditures</b>	\$42,370

**Status**

Task Force Review

Line Item ID: 234-3-0086

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Help Desk Technician Payroll Tax

**Account Number**

93 2230 221 000 009

**Function Code**

2230 -

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll Tax: Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,056**Budgeted Expenditures in SFY 2024** \$2,609**Total Expenditures** \$3,665**Status**

Task Force Review

Line Item ID: 234-3-0087

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Help Desk Technician SUTA

**Account Number**

93 2230 260 000 009

**Function Code**

2230 -

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA: Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,096**Budgeted Expenditures in SFY 2024** \$6,144**Total Expenditures** \$10,240**Status**

Task Force Review

Line Item ID: 234-3-0088

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Substitutes

**Account Number**

93 1000 115 000 016

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Increased sub pay rate to \$30/hour if a certified teacher subs on their plan in regard to sub shortage and increased demand for subs during COVID19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,403**Budgeted Expenditures in SFY 2024** \$9,403**Total Expenditures** \$18,806**Status**

Task Force Review

Line Item ID: 234-3-0089

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Substitutes Payroll Tax

**Account Number**

93 1000 221 000 016

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll Tax: Increased sub pay rate to \$30/hour if a certified teacher subs on their plan in regard to sub shortage and increased demand for subs during COVID19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$719**Budgeted Expenditures in SFY 2024** \$719**Total Expenditures** \$1,438**Status**

Task Force Review

Line Item ID: 234-3-0090

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Substitutes SUTA

**Account Number**

93 1000 260 000 016

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA: Increased sub pay rate to \$30/hour if a certified teacher subs on their plan in regard to sub shortage and increased demand for subs during COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$94
<b>Budgeted Expenditures in SFY 2024</b>	\$94
<b>Total Expenditures</b>	<u>\$188</u>

**Status**

Task Force Review

Line Item ID: 234-3-0091

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

License Costs

**Account Number**

93 1000 250 000 016

**Function Code**

1000 - Instruction

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reimbursement for sub licenses for existing staff in order to maintain in-person learning in due to COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$625
<b>Budgeted Expenditures in SFY 2024</b>	\$1,250
<b>Total Expenditures</b>	<u>\$1,875</u>

**Status**

Task Force Review

Line Item ID: 234-3-0092

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Cleaning

**Account Number**

93 2610 125 000 015

**Function Code**

2610 - Operation of Building

**Object Code**

125 - Temporary Salaries for Non-Certified Staff

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hourly pay for janitorial staff to maintain enhanced cleaning protocols due to COVID19. This is for an additional 455 hours at approximately \$14/hour for SFY 2023, and then 429 hours at \$14/hour for SFY 2024. Any additional hours over that would be paid from our general fund.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,375
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$12,375</u>

**Status**

Task Force Review

Line Item ID: 234-3-0093

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Cleaning - Overtime

**Account Number**

93 2610 126 000 015

**Function Code**

2610 - Operation of Building

**Object Code**

126 - Overtime Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Overtime salaries for janitorial staff to maintain enhanced cleaning protocols due to COVID19. We are having difficulties due to labor shortages in getting substitutes to cover these hours. This also includes the quarterly installation/replacement of filters on sanitation devices. We would have 3 quarters of expense in SFY23 and 4 quarters of expense in SFY 2024. This is approximately 45 hours of overtime a quarter. The number of employees will vary as sometimes, one person will pick all of that up, but sometimes we've had as many as 6 custodians working overtime to cover work.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$4,000
<b>Total Expenditures</b>	\$7,000

**Status**

Task Force Review

Line Item ID: 234-3-0094

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Cleaning Payroll Taxes

**Account Number**

93 2610 221 000 015

**Function Code**

2610 - Operation of Building

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll Tax: janitorial staff to maintain enhanced cleaning protocols due to COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$717
<b>Budgeted Expenditures in SFY 2024</b>	\$765
<b>Total Expenditures</b>	\$1,482

**Status**

Task Force Review

Line Item ID: 234-3-0095



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified Cleaning SUTA

**Account Number**

93 2610 260 000 015

**Function Code**

2610 - Operation of Building

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA: janitorial staff to maintain enhanced cleaning protocols due to COVID19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$94
<b>Budgeted Expenditures in SFY 2024</b>	\$100
<b>Total Expenditures</b>	\$194

**Status**

Task Force Review

Line Item ID: 234-3-0096

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Nursing Services

**Account Number**

93 2134 323 000 016

**Function Code**

2134 - Nursing Services

**Object Code**

323 - Student Services

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Contracted with local health agency to have a full-time nurse at the high school level to prevent and respond to coronavirus student cases. The 2022-23 cost was covered by a separate grant that will not be available in 2023-24.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$49,000
<b>Total Expenditures</b>	\$49,000

**Status**

Task Force Review

Line Item ID: 234-3-0097

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Premium Pay Certified

**Account Number**

93 1000 151 000 016

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified Pay: USD 234 seeks to implement a plan for premium retention pay to retain and recruit employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen staff choose to exit the education sector. Premium pay will be \$1500 for staff new to the district and \$2000 for returning staff. Distribution will be on the November and April payrolls based upon current employees and completion of specific time frame.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$201,000
<b>Budgeted Expenditures in SFY 2024</b>	\$386,000
<b>Total Expenditures</b>	<u>\$587,000</u>

**Status**

Task Force Review

Line Item ID: 234-3-0098

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Premium Pay Classified

**Account Number**

93 1000 152 000 016

**Function Code**

1000 - Instruction

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Pay: USD 234 seeks to implement a plan for premium retention pay to retain and recruit employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen staff choose to exit the education sector. Premium pay will be \$1500 for staff new to the district and \$2000 for returning staff. Distribution will be on the November and April payrolls based upon current employees and completion of specific time frame.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$269,000
<b>Budgeted Expenditures in SFY 2024</b>	\$355,000
<b>Total Expenditures</b>	<u>\$624,000</u>

**Status**

Task Force Review

Line Item ID: 234-3-0099

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Premium Pay Payroll Tax

**Account Number**

93 1000 221 000 016

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Payroll Taxes: USD 234 seeks to implement a plan for premium retention pay to retain and recruit employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen staff choose to exit the education sector. Premium pay will be \$1500 for staff new to the district and \$2000 for returning staff. Distribution will be on the November and April payrolls based upon current employees and completion of specific time frame.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,955
<b>Budgeted Expenditures in SFY 2024</b>	\$56,690
<b>Total Expenditures</b>	\$92,645

**Status**

Task Force Review

Line Item ID: 234-3-0100

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Premium Pay SUTA

**Account Number**

93 1000 260 000 016

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SUTA: USD 234 seeks to implement a plan for premium retention pay to retain and recruit employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen staff choose to exit the education sector. Premium pay will be \$1500 for staff new to the district and \$2000 for returning staff. Distribution will be on the November and April payrolls based upon current employees and completion of specific time frame.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,700
<b>Budgeted Expenditures in SFY 2024</b>	\$7,410
<b>Total Expenditures</b>	\$12,110

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Teacher

**Account Number**

93-1000-111-000-012

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

One (1) high school English teaching position to minimize the class size to be able to maintain spacing of students in regard to COVID19. The high school English teacher is based on a BS, Step 1 on our salary schedule, which is \$41,506. For SFY 2023, salary were based upon a half year as this position would be added with the 2nd semester. For SFY 2024, this would be a full-year position.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,753
<b>Budgeted Expenditures in SFY 2024</b>	\$42,025
<b>Total Expenditures</b>	<u>\$62,778</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0306

**Status**

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Southeast Of Saline	5056 East K-4 Highway, Gypsum, KS 674489762	5056 E. K-4 Highway, Gypsum, KS 674489762
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Roger Stumpf	rstumpf@usd306.org	(785) 536-4291

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Lori Esch	Treasurer	lesch@usd306.org	(785) 536-4291

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://drive.google.com/file/d/1J04FEil-T6kpEh9XZWzPAjq7bjePmGBX/view?usp=sharing>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We will not be using any of these funds for mitigation strategies as ESSER I and ESSER II dollars went primarily to that purpose.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The principal met directly with the Student Council at the High school and Junior high levels. She also had lunch meeting with randomly chosen students once a month over the course of two years. The student survey received 254 responses from students grades 6-12, including three that self identified as Native American Tribe Members. The following supports received the most interest from our students:

Providing additional technology for student use (44.2%).

Offering additional extracurricular activities (43.8%).

Facility upgrades that support student health needs (37.2%)

The single largest comments requested turf for the football field followed by better lunches. The results have been shared with the board and were discussed in conjunction with approving the spending plan. Our ESSER plan takes these recommendations and discussions into consideration.

## **Families**

We have worked with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our site councils. We received 91 completed surveys. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

Additional personnel and staff support for academic intervention (63.7%)

Additional behavior support for interventions (45.1%)

Expanded social and emotional learning and mental health services (44.0%)

You will see that these suggestions from parents are reflective in the plan we developed, including two additional paras and the purchase of the Character Strong program. The district conducted a District Site Council Meeting to review the ESSER III plan. The same survey was conducted in this group with similar results. The only additional suggestion of consequence was a suggestion for after school tutoring. The family survey was sent to parents by email with multiple reminders. Families that identified as Native American received a direct phone call to encourage their participation in the survey and receive direct feedback. Nearly every family contacted responded to the survey.

## **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. School and District Administrators, including Special Education Administration had a hand in developing the ESSER III plan. The district collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process. The three building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The school district worked directly with our teachers in site council meetings and ESSER specific staff meetings, led by principals and school leaders. This was a topic in BLT and DLT meetings as well as Site Councils. We also used the same survey with staff as we used with students and parents. The staff also identified Additional Personnel as their top priority with Behavioral Supports and After school Tutoring being the next highest priorities. Due to the extreme challenge of keeping trained staff members and support staff during the Pandemic, there was unanimous support for premium retention payments to maintain the operations of the school district. This agreement was unanimously agreed by the Board of Education and SESEA for 21-22 and the 2022-2023 school years to assist in maintaining the current staff. The need for early childhood (Pre-K) in our district has been discussed multiple times and registered as a high priority with the staff.

## **Tribes**

Our district does not have any tribal lands but we do have a few students/families that self identified as tribal members in our SIS system. These families were contacted directly by phone for feedback in the process. Many had been mislabeled, as most were either of Mexican heritage or of native descent but not actual members of any tribe. We encouraged them all to participate in the process and had personal conversations with each. They expressed no needs different from the general population.

We also emailed the Kansas Association of Native American Education and the Native American Affairs. We did not receive a reply.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out to Kansas Action for Children to seek feedback regarding suggestions to best meet the needs of our students. They offered the following suggestions:

Early learning and Child Care

Family support and nutrition

Our ESSER plan considered these suggestions in order to best meet the needs of our students.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We consulted with the Special Education teachers to address children with disabilities. Students and parents were encouraged to complete the survey and the results were reviewed while making the plan. Summer school and after school tutoring were the most common responses.

We do not have any identified ELL students in our district.

We consulted with the District McKinney Vento coordinator to address children experiencing homelessness. Our district typically has between 3 and 5 students identified as homeless at any time. These students and parents were encouraged to complete the survey and the results were reviewed while making the plan. The most common answer was summer school and after school tutoring.

We consulted school councilor to address children in foster care. We have no foster students at this time.

We do not have any identified migratory students.

We do not have any identified students incarcerated.

We contacted the Kansas Action for Children to address all of the above.

We consulted with the Title Teacher to address students who have reading or math deficits. Students and parents were encouraged to complete the survey and the results were reviewed while making the plan.

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. Results from the focus group and surveys were shared with site council and school board as the DLT developed the ESSER plan. The additional para support was a direct reflection of these student needs. Recommendations included increased staffing, daycare, preschool, and fine arts. There was a focus on trauma informed staff considering the vulnerabilities of these subgroups.

5 parents of students self identified their child as having disabilities, none of our students self identified as having a disability even though nearly 30% of respondents are currently on an IEP. The most popular request from the students was more extra curricular offerings and turf on the football field.

We consulted with the Child Advocacy and Parenting Services of Salina, whose director has been our board president.

### **Provide the public the opportunity to provide input and take such input into account**

The ESSER III survey results and plan were discussed multiple times at board meetings over the past year. All board meetings are livestreamed for the community follow and summaries are included in the local newspaper. Our board meetings encourage public comment. The site council and district site council were actively consulted in multiple meetings over a 12 month period. These meetings are open to the public and encourage community support. The process was described multiple times in the local newspaper and the district newsletter with instructions on how to find more details and give feedback to the district.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

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

We have seen minimal learning impacts from Covid-19, largely due to the overwhelming efforts of our staff. Test scores show minimal if any losses. The biggest impacts we have witnessed was a dramatic increase in absenteeism and chronic absenteeism which has not returned to pre-pandemic levels yet. The other area of concern has been with student behaviors which we interpret as a covid-19 impact. We are seeing a lot more incidents of dysregulated students.



**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We have included the following academic initiatives to address learning loss: summer school for three summers, Fastbridge for diagnostics and MTSS support, PD for Pathways to Reading to increase effectiveness, title/at-risk paras, ACT prep, IXL remediation software. These programs in combination will address learning loss specifically focused on Tier 2 and Tier 3 students.

These measures are directly focusing on learning loss and are listed on the Evidence Based Practices sheet from KSDE.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Premium Pay to influence retention and enhance recruitment in a time of severe labor shortages exacerbated by the pandemic.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 306 closely tracks the progress of every student through state assessments and Fastbridge. The majority of the measures directly impact the MTSS process with supports for Tier 2 and Tier 3.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$429,657	\$0	\$429,657	ESSER III Allocations	\$85,932
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$429,657	\$0	\$429,657	Amount Still Needed	\$85,932
In Review Total	\$429,657	\$0	\$429,657	In Review Total	\$262,990
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
306-3-0001	Direct	True	1000	110	12	\$107,000	Task Force Review
306-3-0002	Direct	False	1000	600	12	\$3,970	Task Force Review
306-3-0003	Direct	True	1000	120	12	\$120,000	Task Force Review
306-3-0004	Direct	True	2500	600	12	\$5,990	Task Force Review
306-3-0005	Direct	False	1000	120	16	\$65,000	Task Force Review
306-3-0006	Direct	False	1000	110	16	\$96,297	Task Force Review
306-3-0007	Direct	True	1000	600	12	\$30,000	Task Force Review
306-3-0008	Direct	False	2500	600	9	\$1,400	Task Force Review

## Line Item Details

Line Item ID: 306-3-0001

### Allocation Type

Direct Allocation

### Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

### Account Name

ESSER III

### Account Number

59-1-1000-110

### Function Code

1000 - Instruction

### Object Code

110 - Regular Certified Salaries

### Allowable Use

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

### **Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School to recover learning loss due to the pandemic. This includes students with disabilities and Tier 2 and Tier 3 students.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$30,000

**Budgeted Expenditures in SFY 2023** \$37,000

**Budgeted Expenditures in SFY 2024** \$40,000

**Total Expenditures** \$107,000

### Status

Task Force Review

Line Item ID: 306-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

59-1-1000-600

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

ACT prep program to assist high school students who suffered lost learning impacting their ability to be college ready.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,985
<b>Budgeted Expenditures in SFY 2023</b>	\$1,985
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,970</u>

**Status**

Task Force Review

Line Item ID: 306-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

59-1-1000-120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire para support staff for title and at-risk services to address learning loss in Tier 2 and Teir 3 students including students with disabilities

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40,000
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
<b>Total Expenditures</b>	<u>\$120,000</u>

**Status**

Task Force Review

Line Item ID: 306-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

59-1-2500-600

**Function Code**

2500 - Central Services

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Achieve 3000 computer software for diagnostics and remediation to address learning loss for all subgroups including disabilities and low income students. This software has been integrated into our MTSS program and provides individualized lessons for students who have fallen behind.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,995
<b>Budgeted Expenditures in SFY 2023</b>	\$2,995
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,990</u>

**Status**

Task Force Review

Line Item ID: 306-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

59-1-1000-120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay to classified to promote retention and recruitment. 55 classified employees. \$1250 the first year and \$500 the second year. Low morale and poor applicant pool necessitated these retention measures.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$45,000
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$65,000</u>

**Status**

Task Force Review

Line Item ID: 306-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

59-1-1000-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay to certified staff to promote retention and recruitment. 55 certified staff members. \$1250 the first year and \$500 the second year. Low teacher morale and lower application numbers made it necessary to provide this incentive to maintain our current staffing.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$66,297
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$96,297</u>

**Status**

Task Force Review

Line Item ID: 306-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

59-1-1000-600

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After intensive review of math curriculums to better address learning loss our staff adopted Eureka Math2. To address learning loss, additional features were added on including diagnostics and remediation tools. Additional Professional Development was scheduled to fully implement these tools and connect the program to our MTSS process so our students who are below grade level will have the additional support to advance.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$30,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

59-1-2500-600

**Function Code**

2500 - Central Services

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Technology related to distance learning including enhanced virus protection, content filtering, and hotspots for students with limited internet service at home. These students suffered delays and limitations during covid due to a lack of connectivity. Ongoing internet issues hinder their ability to catch up to their peers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,400
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,400</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0373

Status

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Newton	308 East First, Newton, KS 671143846	308 E 1st, Newton, KS 671143846
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Fred Van Ranken	fred.vanranken@usd373.org	(316) 284-6200

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jane Nichols	Director of Business	jane.nichols@usd373.org	(316) 284-6202

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Fred Van Ranken	fred.vanranken@usd373.org

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
Andrea Saenz	andrea.saenz@usd373.org

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://usd373-ks.schoolloop.com/covid-19>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 373 is allocating a significant amount of funds to address air quality and air circulation. As articulated in the CDC Safe Return to Schools Guidelines, air systems for students and teachers play a critical role in the mitigation of COVID 19 and other airborne illnesses. The current systems operating within the district are batched into units from the 1970's and 1990's with very few replaced within the last ten years. The air quality assessment revealed many areas in which our current systems are underperforming and need attention in regards to the quality of the air in the buildings along with the circulation of that air. To rectify and improve this situation, the District has engaged in steps to replace air handling units and deploy ionization devices within our duct passageways. Overall, we are requesting \$2.1 million in relief funding to address this issue, as it will benefit all 10 of our attendance centers and impact our entire student population.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## **Students**

The District engaged students at the high school level regarding needs and the use of ESSER funds as topics within existing student organization meetings. This was an area of discussion during a meeting of the Principal's Advisory Committee and the Student-Athlete Leadership Team. In addition, students were invited to our District ESSER Feedback Open Forum. Students were also given the opportunity to provide feedback in a survey that was conducted by the district. The following supports received the most interest from our students:

- Expanded social and emotional learning, including mental health services
- Summer learning opportunities
- Additional support staff

## **Families**

To understand the makeup of District families, a family engagement survey was sent to all parents in February. An economic survey and survey reminder were conducted in July. Lastly, parents were invited to our District ESSER Feedback Open Forum. Most families are most interested in seeing the following items show up in our ESSER plan:

- Additional personnel and staff support for academic intervention
- Expanded social and emotional learning, including mental health services
- Facilities upgrades that support student health needs

## **School and District Administrators including Special Education Administration**

To engage District Administrators, the topic and input for ESSER spending were discussed at several District Office Team meetings that included executive leadership and directors. Special Education administrators were engaged through direct conversations with the District Special Education staff and through the Cooperative Leadership Team meetings.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

To engage District Principals, the topic and input for ESSER spending were discussed at several leadership meetings that included all principals and assistant principals. School teachers were given the opportunity to provide input through an invitation to the District ESSER Feedback Open Forum. Teacher Unions were engaged as the ESSER spending plan was vetted with the contract negotiations team comprised of teacher union officers. As a result of these meetings, the following have been determined as most important to address in our district:

- Academic recovery with after school sessions
- Academic recovery with hiring additional support staff
- Additional support in the form of permanent substitutes

## **Tribes**

Tribes were given the opportunity to provide input through an invitation to the District ESSER Feedback Open Forum. This was promoted through a front ad in the local newspaper, social media, mass email, and the District website. We also included free child care and snacks to encourage participation. Families were given the opportunity to provide feedback in an ESSER survey. We had one family identify as a Native American tribe member. They provided the following feedback:

- Additional behavior support and interventions is very important
- Facility upgrades that support student health needs is very important
- After school tutoring is also very important

## **Civil Rights Organization including Disability Rights Organizations**

Civil Rights Organizations including Disability Rights Organizations were given the opportunity to provide input through an invitation to the District ESSER Feedback Open Forum. This was promoted through a front ad in the local newspaper, social media, mass email, and the District website. We also included free child care and snacks to encourage participation. An email was sent to Kansas Action for Children and the Disability Rights Center of Kansas. Neither responded to the email, but the link to the ESSER survey was provided and one organization responded. They provided the following suggestions:

- Consider how ESSER funds could support programming for 3- and 4-year old's so they are less likely to fall behind academically
- Consider retention pay for teachers and staff.



## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Other stakeholders were given the opportunity to provide input through an invitation to the District ESSER Feedback Open Forum. This was promoted through a front ad in the local newspaper, social media, mass email, and the District website. We also included free child care and snacks to encourage participation. In the use of an ESSER survey we received information from the following:

Stakeholders representing the interests of children with disabilities and they offered the following suggestions:

- Behavioral support and interventions
- Staff professional development to support teacher growth

Five stakeholders from this category completed our ESSER survey. Our survey was anonymous, so no identifiable information was gathered. These stakeholders marked this category as their identity. No members were in attendance at the open forum.

Stakeholders representing the interests of English learners and they offered the following suggestions:

- Expanded social emotional learning and mental health services
- After school tutoring

One stakeholder from this category completed our ESSER survey. Our survey was anonymous, so no identifiable information was gathered. These stakeholders marked this category as their identity. No members were in attendance at the open forum.

Stakeholders representing the interests of children experiencing homelessness – we had no responses from this group on our survey. No members were in attendance at the open forum.

Stakeholders representing the interests of children in foster care and they offered the following suggestions:

- Additional personnel and staff support academic intervention
- Expanded social emotional learning and mental health services

One stakeholder from this category completed our ESSER survey. Our survey was anonymous, so no identifiable information was gathered. These stakeholders marked this category as their identity. No members were in attendance at the open forum.

Stakeholders representing the interests of migratory students and they offered the following suggestion:

- After school tutoring

One stakeholder from this category completed our ESSER survey. Our survey was anonymous, so no identifiable information was gathered. These stakeholders marked this category as their identity. No members were in attendance at the open forum.

Stakeholders representing the interest of children who are incarcerated. We had one stakeholder choose this option and they provided the following suggestions:

- Additional personnel and staff support for academic intervention
- Additional behavioral support and interventions.

One stakeholder from this category completed our ESSER survey. Our survey was anonymous, so no identifiable information was gathered. These stakeholders marked this category as their identity. No members were in attendance at the open forum.

Stakeholders representing the interest of a child who is underserved. We had one stakeholder choose this option and they provided the following suggestions:

- Summer learning programs were important
- After school tutoring is very important

One stakeholder from this category completed our ESSER survey. Our survey was anonymous, so no identifiable information was gathered. These stakeholders marked this category as their identity. No members were in attendance at the open forum.

UPDATE 11.18.2022 Since you had so few responses what was your next step to engage each subgroup? We offered an onsite meeting and did not have any participants.

UPDATE 12.1.2022 We did not do anything further. We had families complete the survey and I provided that data. We offered an onsite meeting providing childcare and had nobody show up.

UPDATE 3.5.2023

Approximately 130 families in these subgroups were contacted individually and given the opportunity to provide feedback on developing the ESSER support plan. Through these additional conversations it was clear the following supports should be

implemented:

1. After school tutoring programs
2. Expand social and emotional learning and mental health services
3. Facility upgrades that support student health

You will see these suggestions reflect the plan that was developed by the district.

### **Provide the public the opportunity to provide input and take such input into account**

The general public was given the opportunity to provide input through an invitation to the District ESSER Feedback Open Forum. This was promoted through a front ad in the local newspaper, social media, mass email, and the District website. We also included free child care and snacks to encourage participation. No members of the general public were in attendance. The general public was also given the opportunity to provide feedback on an ESSER survey. All responses to our survey were either parents, guardians, students, civil organizations or staff. No general public members completed the survey.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**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 373 has been severe. Outside of the chronic absenteeism at all grade levels of both students and teachers, the largest impact has been seen in actual enrollment counts. Between the academic years 2020 to 2022, the District lost over 200 FTE students. The budget impact of this loss on a District of roughly 3,000 students was swift and visible. The District had to implement cost-saving measures and reductions in staff which had an impact on every learning center. Outside of the financial aspects, the reductions have negatively influenced the District's ability to provide desired learning loss recovery. Like many districts across the nation, teachers are reporting more dissatisfaction and feelings of burnout, while students are reporting more instances of anxiety and stress. While we have not done a qualitative study to affirm our observations, it is widely believed that the students who are not returning are from some of our most vulnerable populations. These students often have guardians who work and therefore seem to be placing the students with family members whose locations become an obstacle for in-person attendance at their traditional school. The District has a robust Test to Stay strategy, but because the student can be denied entry to school for a positive test, many parents are unable to balance that factor with their occupations with no notice. The balance of safety and accessibility is a work in progress. As our District serves a population where nearly half of all students qualify for free or reduced lunches, our families are very sensitive to the financial impacts of COVID 19. While the District has found some successful practices helpful in removing barriers to attendance, such as free meals, increased transportation, and increased technology, we are concerned as the funding for these practices end.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

The District is addressing learning loss directly through evidence-based interventions through the use of funds to provide two alternative environment teachers at the High School level and one at the middle school level. These teachers will focus on our students who have the most need in terms of academic progress. Working in smaller groups and providing the students with more direct instruction and coaching over a period of two years should lead to measurable progress with our most vulnerable groups.

At all grade levels, the District is hiring a total of 10 academic learning aides. These aides will provide more one-on-one and small group support to students to guide and encourage them in their academic tasks. In addition, the District is hiring a full-time substitute at each learning center. These substitutes will provide consistency in the buildings and improve the quality of instruction when regular teachers are absent due to illness. Rather than have a variety of substitutes over a period of absenteeism, the students will have a single substitute who is a familiar face and who has a chance to have greater subject mastery in the content they teach.

Lastly, the District has implemented additional academic support time after school and during the summer for students in the middle school and high school levels. This support is meant to combat learning loss by providing students a free resource for in-person academic support.

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The District is also allocating funds for professional development and training. Staff will learn techniques on how to handle life with Covid-19, mitigation strategies, dealing with student emotional needs, and how to handle their own emotional needs. In addition, the District is providing premium pay for employees who are taking on additional work for planning and execution of initiatives aimed at allowing a safe return to schools. Lastly, the District is allocating funds for a program administrator to facilitate adequate oversight, reporting, and implementation of our plan to remain compliant, but most importantly, to make sure we deliver the highest level of service to our students.

### **How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The expenses related to learning loss recovery totals \$1,824,884 of the \$5,139,884 awarded, which is 35.5% of the award, far above the 20% required. Expenditures include funding for additional support and instruction for before and after school programs, alternative learning instruction, additional aides for more one-on-one support, and full-time substitute teachers who will be able to increase the quality of instruction and bring consistency when the normal teacher is out. For mental health needs the plan employs the services of social workers at the middle school and high school levels, contracted mental health services with the facilitators providing case management, and is housed in two of our schools. Staff will undergo additional training in the mental health needs of students and additional training in ELL to focus on serving our students in need.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$5,143,506	\$0	\$5,143,506	ESSER III Allocations	\$1,028,702
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$5,143,506	\$0	\$5,143,506	Amount Still Needed	\$1,028,702
In Review Total	\$5,114,884	\$0	\$5,114,884	In Review Total	\$1,799,884
Amount Left	\$28,622	\$0	\$28,622	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
373-3-0001	Direct	False	2640	439	13	\$2,100,000	Task Force Review
373-3-0002	Direct	True	1000	111	12	\$220,000	Task Force Review
373-3-0003	Direct	True	2400	110	12	\$73,000	Task Force Review
373-3-0004	Direct	True	1000	110	4	\$110,000	Task Force Review
373-3-0005	Direct	True	1000	122	12	\$400,000	Task Force Review
373-3-0006	Direct	False	1000	150	15	\$1,000,000	Task Force Review
373-3-0007	Direct	True	2100	121	4	\$220,000	Task Force Review
373-3-0008	Direct	True	1000	111	16	\$705,800	Task Force Review
373-3-0009	Direct	True	1000	122	10	\$50,000	Task Force Review
373-3-0010	Direct	True	2219	320	4	\$21,084	Task Force Review
373-3-0011	Direct	False	2300	121	15	\$140,000	Task Force Review
373-3-0012	Direct	False	2520	599	10	\$25,000	Task Force Review
373-3-0013	Direct	False	2134	110	16	\$50,000	Task Force Review

## Line Item Details

Line Item ID: 373-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Esser III- HVAC

**Account Number**

3-94-09-2640-4390-09-000

**Function Code**

2640 - Care and Upkeep of Equipment

**Object Code**

439 - Other Equipment Services

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Increased air quality, air circulation, filtration, and ionization are all objectives of this expenditure. The systems in the district are batched into groups from the 1970s and 1990s with very few replaced within the last decade. As a result, the systems are failing and at a minimum underperforming in terms of the objectives. The funds will be used to service, repair, and replace HVAC systems at all of our learning centers throughout the district thereby touching all of our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,100,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$2,100,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 373-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**NHS Academic Recover/Alternative  
Teacher**Account Number**

3-94-01-1000-1220-81-900

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funding for 2 teachers at the high school to provide alternative learning environments. Essentially, these teachers can give instruction in a smaller environment and give more individualized attention to students placed in their care. The main objective is learning loss recovery.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$110,000
<b>Budgeted Expenditures in SFY 2024</b>	\$110,000
<b>Total Expenditures</b>	<u>\$220,000</u>

**Status**

Task Force Review

Line Item ID: 373-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

NHS Admin ESSER III

**Account Number**

3-94-01-2410-1130-81-900

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Partial salary for our two counselors assigned to support the alternative environment effort at the high school. This program gives more individualized support and instruction and is focused on learning loss recovery. 10.26.2022 - The pandemic has exacerbated issues some of our students are having fitting into the regular school environment, thus we have created a program within our school that is placing students in an alternative learning environment through which our principals and counselors are having to work through our GEI and other processes to place those students. We felt taking a portion of their (counselor only) salaries out of ESSER funds was appropriate as this is something that is going above and beyond what was their normal duties.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$36,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$36,500
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<b>Total Expenditures</b>	\$73,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

11/21/22-

The cost for the administrator is not allowed under ESSER funding due to lack of delineation of service and support provided out of ESSER funds in response to the pandemic.

The cost for the counselor may be allowable with a clearer description of the services they are providing as it relates to the pandemic.

More information available in the narrative provided.

Line Item ID: 373-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher at OA Esser III

**Account Number**

3-94-01-1000-1220-88-900

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Expenditure for the salary of an additional teacher focused on learning loss recovery at the Middle School level. This instructor will provide more individualized support and instruction and work with our most vulnerable students for learning loss recovery.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
<b>Total Expenditures</b>	<u>\$110,000</u>

**Status**

Task Force Review

Line Item ID: 373-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Aide Esser III

**Account Number**

3-94-01-1000-1530-64-800

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The District will hire 10 aides, one for each of our learning centers. The aides will provide support to students for learning loss recovery through direct support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$200,000
<b>Budgeted Expenditures in SFY 2024</b>	\$200,000
<b>Total Expenditures</b>	<u>\$400,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Premium Pay Esser III

**Account Number**

3-94-01-1000-1220-01-980

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funding for premium pay for staff involved with additional planning and obligations due to the proper mitigation of the global pandemic. We plan to spend \$500000 per fiscal year at the highest percentage for each staff member. We plan to use this as retention pay and split it equally among our licensed and classified staff. 9.15.2022 This amount will be divided over approximately 750 staff members for an amount of \$600 per year (FY23 and FY24).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500,000
<b>Budgeted Expenditures in SFY 2024</b>	\$500,000
<b>Total Expenditures</b>	<u>\$1,000,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Worker Esser III

**Account Number**

3-94-01-2120-1240-71-900

**Function Code**

2100 - Support Services (Students)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funding to provide a social worker at the middle school and high school level to address the unique needs of our most vulnerable populations. The objective is learning loss recovery and mental health. This amount is the salary for 2 social workers including fixed costs and fringe benefits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$110,000
<b>Budgeted Expenditures in SFY 2024</b>	\$110,000
<b>Total Expenditures</b>	<u>\$220,000</u>

**Status**

Task Force Review

Line Item ID: 373-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Permanent Sub ESSER III

**Account Number**

3-94-01-1000-1220-64-930

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funding for a full-time substitute teacher at each of our learning centers. The full-time sub will reduce learning loss by providing consistency and deeper knowledge of the learning content. In addition, the subs will provide a reliable source of staffing for expected staff illnesses. 9/7/2022 We would like to amend this to reflect 9 substitute teachers. The salary includes pay for approximately 173 work days at \$160/day and includes fixed costs and fringe benefits. 10.26.2022 Substitute teachers are needed to alleviate learning loss as in each of our attendance centers our teachers are having to spend many of their planning periods subbing for other teachers due to illness. The reason for this being a central component to learning loss for students that we feel needs to be reconsidered is that when we are short of substitute teachers, our regular education teachers have to step in and fill that void. Over the past two years that has taken its toll on our regular education teachers in that they have missed personal planning and group collaboration time with their colleagues to support student learning. They are then taking more work home on a regular basis than normal, which leads to decreased performance on their part. The more we can do in this area, the better our teachers will be able to perform in the regular classroom 11/6/2022 Additional information provided: Our data shows that our overall population of students and many of our subgroups have shown a decline in academic performance during the pandemic. For example, the percentage of students in level one in ELA for students in poverty designated by free lunch went from 38.09% in 2017 to 49.44% in 2022. Overall, we went from 28.89% to 41.06% in level one in ELA for all students.

In mathematics, the trend is similar in that we went from 45.26% in level one in 2017 to 50.63% for students in poverty in 2022. Overall, we went from 36.88% to 43.08% in level one in mathematics for all students.

This trend in data is alarming on many levels. We strongly believe that having access to substitute teachers on a more regular basis or with at least a bit more certainty in terms of being able to allow more of our classroom teachers the opportunity to not only prepare for their classes as they do not miss plan time covering other teachers, it reduces the overall stress of the building teams as they have more options for covering staff absences.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$352,900
<b>Budgeted Expenditures in SFY 2024</b>	\$352,900
<b>Total Expenditures</b>	<u>\$705,800</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Case Manager ESSER III

**Account Number**

3-94-01-1000-1530-60-801

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time Non-Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funding for mental health case management at the building level where needed. We will contract with Prairie View. The objective is learning loss recovery and mental health for vulnerable populations. 9/7/2022 We would like to amend this amount to \$32,750. The \$50,000 was a placeholder until we found out if we would received funding from the MHIT grant. We were awarded the grant and would like to use \$32,750 to offset the grant. This amount will pay for two mental health liaison's salaries and benefits.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$50,000**Total Expenditures** \$50,000**Status**

Task Force Review

Line Item ID: 373-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ELL PD ESSER III

**Account Number**

3-94-01-2330-1290-00-900

**Function Code**

2219 - Other Improvement of Instruction Services

**Object Code**

320 - Professional-Education Services

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Staff will be trained on emotional learning to help our students. This training is targeted at vulnerable populations and is focused on getting students to remain in school and learning recovery. UPDATE 11.18.2022 We will be offering an English Language Learned Workshop for any staff that can attend. The main focus will be with our ELL lead teachers, ELL aides and administrators. Workshop description: How can we best meet the needs of today's ELL students? How can we help limited and non-English speaking students acquire essential reading, writing, and speaking skills for success in language acquisition across the curriculum? Kagan Structures, cooperative and communicative teaching strategies, are wonderful tools to promote English fluency while covering academic content. Through interactive structures, students are exposed to more functional language and have the opportunity to practice language more. Learn the stages students go through to learn English and then learn Kagan Structures to best help your English learners at each stage. Ideal for regular classroom teachers, ESL teachers, project directors, and coordinators. In addition to this we will continue to provide additional supports to other building level staff that were unable to attend.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$6,084
<b>Total Expenditures</b>	<u>\$21,084</u>

**Status**

Task Force Review

Line Item ID: 373-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Program Coordinator ESSER III

**Account Number**

3-94-01-2330-1290-00-900

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds to hire a program coordinator for ESSER expenses, revenue, tracking, and reporting. This position will allow for the proper oversight and follow-through needed to assure ESSER funds are utilized and accounted for.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$70,000
<b>Budgeted Expenditures in SFY 2024</b>	\$70,000
<b>Total Expenditures</b>	<u>\$140,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This is an indirect cost.

Line Item ID: 373-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Mental Health First Aid Training ESSER III

**Account Number**

3-94-01-3390-5990-00-000

**Function Code**

2520 - Purchasing Services

**Object Code**

599 - Other Purchased Services

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds for training for our Teachers on Mental Health first aid for themselves, each other. This training has focus on the staff member themselves in their role and dealing and coping with issues surrounding their mental health as a result of the global pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Nursing Support Esser III

**Account Number**

3-94-01-2130-1290-00-800

**Function Code**

2134 - Nursing Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funding for Nurse wages due to increased hours resulting from the global pandemic. This funding will also allow us to have more nurses present at individual schools. 9/7/2022 I would like to amend this item. We received a grant from KDHE to cover our nurse wages. Instead I request that \$50,000 be used for an onsite therapist that will be contracted through Prairie View. The money will be spent towards the salary of the therapist.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0445

Status

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Coffeyville	615 Ellis, Coffeyville, KS 673373427	615 Ellis, Coffeyville, KS 673373427
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Craig Correll	craig.correll@cvileschools.com	(620) 252-6400

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Craig Correll	Superintendent	craig.correll@cvileschools.com	(620) 262-6400
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Michael Speer		michael.speer@cvileschools.com	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Lora Stalford		lora.stalford@cvileschools.com	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.cvileschools.com/domain/487>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Coffeyville Public Schools has started implementing prevention and mitigation strategies that were made possible by previous ESSER funds. The district has worked closely with KDHE and the Montgomery County Health Department, as well as Community Health Center of Southeast Kansas as our on-site medical partner. These partnerships have allowed the district to interpret CDC guidance and implement it at the local level. The district will continue to do what is needed to ensure students are on-site and that there is minimal disruption to their learning.

Improvement to outdoor facilities will be used to allow for zoned cohort recesses to prevent community spread in the school setting; this will also promote more outside time for fresh air. Mitigation measures will be implemented and strengthened in all areas of the buildings including child nutrition such as having masks, hand sanitizer, shields, food service furniture and equipment to allow for social distancing, etc.

## Stakeholder Engagement



Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## **Students**

Two rounds of surveys requesting feedback were sent via a text blast and email to students. Students reported the following areas as most important to them: additional personnel and staff support for academic intervention, expanded social and emotional learning and mental health services, facility upgrades that support student health needs, additional instructional materials and resources, and providing additional technology for student use. There were a total of 4 students who responded despite multiple attempts to engage students even at a targeted level. To further engage the student voice, all secondary students were consulted in multiple ways in their advisory class during the February 2023 semester. They were encouraged to review the options that were listed on the original survey; 218 students responded. The themes that emerged from this process included: additional technology for student use, expanded social and emotional learning and mental health services, offering additional extra-curricular activities, additional personnel and staff support for academic intervention, after school tutoring, and summer school. Within the 222 students that responded to surveys, 13 identified as a child in foster care and 30 identified as representing LGBTQIA.

## **Families**

A survey requesting feedback was sent via a text blast to parents, caregivers, and/or families. There were 170 parents who provided feedback. The themes within the parent and caregiver feedback included upgrading facilities regarding safety and security (for infection mitigation and "post COVID economy and mental health issues", additional time for remedial academic intervention (summer school, after school tutoring, etc.), social and emotional support (addressing bullying and increased mental health and behavioral needs), and overall supporting learning loss. Administration also engaged families in discussions at site council meetings that occur monthly.

## **School and District Administrators including Special Education Administration**

School and district administrators were consulted throughout the ESSER III planning and allocation process during administration meetings held regularly. Once the proposed application was drafted, this was presented to the administration team for final approval. The special education director, assistant director, and both special education coordinators were included in the survey and all four of them responded and provided feedback.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

A survey requesting feedback was sent via a text blast to teachers, principals and other educators. There were 78 school employees who provided feedback on the survey. NEA was also consulted and given the opportunity to provide feedback. The building administrators discussed the needs with teachers and staff at building staff meetings and building leadership team meetings.

## **Tribes**

Due to a lack of respondents for relevant stakeholders, a second survey was created specifically for our required stakeholders. In this survey, there were three respondents who endorsed representing the tribes. The Director of the Indian Education Program within Coffeyville Public Schools was also consulted and provided feedback. Responses from stakeholders who endorsed representing tribes included feedback and preferences related to: summer learning programs, after-school tutoring, additional personnel and staff support for academic and behavioral intervention, expanded social and emotional learning and mental health services, teacher professional development, purchasing additional supplies to sanitize and clean facilities, and facility upgrades. When rating the importance of these listed areas, most respondents prioritized summer learning, after-school tutoring, and additional behavioral support and interventions as the top needs. On the student survey, 49 students reported they represented a tribe; tribes referenced included Cherokee, Chickasaw, and Shawnee. The themes that emerged with the students included additional personnel and staff support for academic intervention, offering additional extra-curricular activities, facility upgrades that support student health needs, free breakfast and lunch, and after school tutoring.

## **Civil Rights Organization including Disability Rights Organizations**

A second survey was created specifically for our required stakeholders. In this survey, there were four respondents who endorsed representing civil rights organizations. Civil Rights organizations that were contact included: American Civil Liberties Union of Kansas and Tri County Special Education Interlocal #607. A transportation provider also endorsed representing civil rights. ACLU of Kansas reported they could not comment on how to spend these funds specifically but provided resources to further inform the districts decision. The others representing civil rights organizations reported additional behavioral support and interventions, as well as expanded social and emotional learning and mental health services as their priorities. There was also a request to consider special education staff if premium pay is discussed.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

A second survey was created specifically for our required stakeholders. In this survey, there were respondents who endorsed representing TFI (foster care), ESOL/migrant children, homeless (homeless liaison), students on 504 plans, special education students, and other underserved student populations. Foster care representatives prioritized additional personnel and staff support for academic intervention and additional behavioral support and interventions. ESOL/migrant representative prioritized additional personnel and support staff for academic and behavioral interventions, expanded SEL and mental health services, and translating services. The representative for homeless and students on 504 plans prioritized additional personnel and support staff for academic and behavioral interventions and expanded SEL and mental health services. The representatives for special education were outlined above as prioritizing additional behavioral support and interventions, as well as expanded social and emotional learning and mental health services as their priorities. There was also a request to consider special education staff if premium pay is discussed. Other underserved population representatives (Head Start, Community Health Workers, Jobs for America's Graduates) prioritized additional personnel and staff support for academic intervention, additional behavioral support and interventions, additional instructional materials and resources (software, textbooks, curriculum, etc.), expanded social and emotional learning and mental health services, purchasing additional supplies to sanitize and clean facilities, and facility upgrades that support student health needs. The response rates for these areas included: 14 respondents representing children in foster care, 17 respondents representing children with disabilities, 9 respondents representing children experiencing homelessness, 25 respondents representing children in foster care, and 19 respondents representing English Learners.

### **Provide the public the opportunity to provide input and take such input into account**

In addition to surveys, the public was provided opportunities to provide input on the plan development during site council meetings held at each facility each month over the last year. Additional opportunities were granted during open house and meet the teacher nights at each location in the district. In addition, the ESSER III plan has and continues to be discussed at various board meetings. The priorities shared from the public included: increasing teacher pay, access to the internet, "hands on" classes, shade structures, technology for student use, and additional personnel and staff support for academic intervention. In the spring of 2022, the district sent out a survey to the public; there were 108 respondents. The themes that emerged from this survey included addressing bullying in schools, increasing mental health treatment options, and increased personnel and support staff for academic and behavioral interventions.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

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

While Coffeyville Public Schools was fortunate enough to return full time back to the school setting in August 2020, all of our schools saw a significant impact due to quarantines and contact tracing in 2020-2021 and 2021-2022 school years. The amount of school and community spread during the 2020-2021 school year was contained, in fact we saw no spread in the school setting during this year; however, community spread contributed to 1,478 quarantines of students Pre-K to 12th grade and 104 quarantines for staff. The 2021-2022 school year brought a significant amount of school and community spread which resulted in a substantial effort in contact tracing, as well as a great level of uncertainty within the overall school environment. This contributed to nearly 1,500 quarantines for students and over 100 quarantines for staff.

Coffeyville Public Schools maintains a strong partnership with Community Health Center of Southeast Kansas (CHCSEK). CHCSEK assisted in the testing, vaccinating, and overall COVID-19 protocols for the school district. Coffeyville Public Schools also worked closely with the Montgomery County Health Department, Montgomery County Emergency Management and the other local school districts to ensure consistent approaches for the students of Montgomery County.

In regard to academic achievement, a broad look at state assessments show an increased trend in students scoring 1 and 2 on the state assessments for both English language arts and math. There was also an observed increase in students district-wide who had one or more failing grades in a class. The number of failing grades at Field Kindley High School has steadily increased from 250 in 2018-2019, 396 in 2019-2020, 769 in 2020-2021, and 563 in 2021-2022 due to the pandemic. This translates to more students being credit deficient which impacts graduation rates and post-secondary success if there are not measures taken to remediate this.

Overall, there was a 76% increase in students district-wide that attended less than 90% of the school days from 2019-2020 to 2021-2022 school years. Specifically, Field Kindley High School saw an 83% increase in students attending less than 90% of school days, Roosevelt Middle School saw a 76% increase in students attending less than 90% of school days, and Community Elementary School saw a 71% increase in students attending less than 90% of school days. The concerns with attendance have been reflected in the academic performance and achievement of students district-wide, as well as the behavioral health needs of our students.

According to student surveys administered in 2020-2021 and 2021-2022 school years, Field Kindley High School saw a 49% increase in students responding non-favorably regarding self-efficacy and a 45% increase in students responding non-favorably regarding Grit. Additionally, the Mental Health Intervention Program (partnering with KSDE) began during the 2020-2021 school year; by May 2022 there were over 100 students enrolled in the program and receiving in-school therapy services. The Coffeyville Public Schools district was fortunate enough to pilot two Community Health Worker positions beginning in January 2022. The number of students and families served the first 6 months was over 100.

Finally, the overall toll the last two and a half years has taken on our educators, administrators, and students has been beyond significant. Constant uncertainty led to elevated emotions and a sense of fear. While our educators are highly qualified and show up every day to educate students, this influenced the environment, disrupted days and weeks of instruction and overall has had a long-lasting impact on staff and students. Additionally, the mental health and behavioral impact we have witnessed with young students has shown that our work and recovery from the pandemic is just beginning. Increased preschool and K-2 students with aggressive behaviors has taken a significant toll on morale and instructional time.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Coffeyville Public Schools has moved forward with a significant focus on literacy. Our elementary and middle schools will use ESSER III funds to acquire evidence-based resources to address this focus including Read Naturally and 95%. There has also been time set aside each day to provide additional instruction to students performing at risk on measures of literacy. ESSER III funds will be used to address learning loss among students, including vulnerable populations. These activities will also address the unique needs of low-income children, children with disabilities, English language learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and services delivery. Additionally, these activities are authorized by ESSA of 1965, IDEA, and Adult Education and Family Literacy Act.

Another significant piece of feedback received in the surveys and collaboration with stakeholders is the need for summer school to address learning loss. The district plans to focus on two specific populations for summer school: English language learners and high school students for credit recovery.

Two main focus areas to address learning loss are intensive efforts with literacy at all levels, as well as a focus on credit recovery with high school students. The district plans to partner with an education service entity to design and implement programming that enriches the efforts the district already makes for these two areas. Options that have been discussed and were stated as priorities on stakeholder surveys are opportunities during the summer and after school. Salary for interventionists is allocated in the budget at \$150,000; specifically, this would include highly-qualified interventionists at the secondary level. The district has nontraditional and innovative means to go about these interventionist positions, as the needs of the student body has shifted and increased district-wide. ESSER III funds will allow the district to access services from Greenbush Education Service Center with a specific focus on the abovementioned literacy support and credit recovery in the form of summer school, as well as after school options. These services will be available to all students including students who come from low-income households, children with disabilities, students who qualify for ESOL services, racial and ethnic minorities, homeless students, and students in foster care. This will provide principals and other school leaders with resources to address individual school needs. These funds will address learning loss among students, including vulnerable populations. These activities will also address the unique needs of low-income children, children with disabilities, English language learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and services delivery. Additionally, these activities are authorized by ESSA of 1965, IDEA, and Adult Education and Family Literacy Act.

Coffeyville Public Schools will provide a summer summit to all certified and classified staff for training in the areas of literacy intervention and behavior intervention to address learning loss and behaviors that have increased due since the pandemic that also impact instructional time. Funds will be used to pay certified and classified staff for multiple days. This training will be provided by agencies the district has a long-standing partnership with. This will be geared toward implementation strategies for staff to help identify students with social-emotional needs and to help facilitate the development of programs to assist student needs and ensure they are able to be successful in the classroom environment. This will provide principals and other school leaders with resources to address individual school needs.

The pandemic has brought about shortages in teachers therefore more candidates are participating in the TAP program from WSU. Teacher leaders are more important than ever and the WSU mentoring program will be accessed and utilized by the district to build capacity with our current staff. ESSER III funds will be used to address learning loss among students, including vulnerable populations by building better leadership skills in our teaching staff. Mentoring and leadership opportunities for staff will also lead to retention of staff and increased teacher efficacy district-wide.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Following the multiple surveys sent out, formal and informal conversations, and problem-solving meetings with stakeholders (site council, administration, and school board meetings), it was determined that the ARP ESSER funds will be prioritized on the three most common identified areas of need: instruction and curriculum, mental and behavioral health, and safety. In addition, due to the effects of the pandemic and the increased employee stress levels, funds will be allocated for employees of the school district as a retention incentive to encourage staff to return and continue working with students of greatest need. All other fund allocations will be consistent with approved and defined allowable uses to meet the goals of creating a safer environment by increase air quality and social distancing opportunities.

Retention incentives will allow us to retain staff during these difficult times, as the staff turnover impacts the district and student learning. There were approximately 20% of the district's educators leaving the district in 2022 which was a substantial increase from previous years. With this in mind, district administration met with the teachers union and other staff groups regarding ways to retain staff. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district, as well as compensate for additional efforts they have made toward sanitizing and maintaining a safe educational environment, re-teaching due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining qualified staff the district will be able to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss.

Upgrades to facilities will allow for improved air quality in school facilities, as well as reduce the risk of transmission and exposure to environmental health hazards and to support student health needs. The district has put considerable consideration into the balancing of fund expenditures for facility improvements with other priorities. Two of the district's three main buildings are almost 100 years old with HVAC systems that have diminished capacity. Many of the windows in these two facilities no longer open due to age, thus it is difficult to get fresh air into these 3-story buildings. Improvements will be made via HVAC upgrades district-wide, as well as window replacement that meet the current building codes in our secondary buildings. With the HVAC and windows improvement, Coffeyville Public Schools will improve air quality to meet the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE) specifications for indoor air quality with these funds.

Equipment for our outdoor facilities will be used to allow for zoned cohort outdoor opportunities for social distancing, to prevent community spread in the school setting. Shade coverings at various buildings will also allow for more outside time for fresh air, specifically during the breakfast and lunch times at our secondary campus where masks are not able to be worn due to students eating. The shade coverings will allow students to eat outside, reducing the number of students all inside the cafeteria at the same time. Improving overall social distancing heavily influenced this proposal. By increasing shade and seating options at all facilities, more students can access outdoor opportunities for learning and socializing. Furthermore, improving the condition of outdoor playgrounds will allow for more social distancing and more time spent outside. School facility improvements enable the district to reduce the risk of virus transmission and exposure to environmental health hazards, as well as supporting student health needs.

The social and emotional wellbeing of students has declined as evidenced by increased behaviors, decreased attendance, and survey information reported by parents/caregivers, students, and staff. Funds in this proposal will support the social emotional learning in the district that is currently in place, and will allow a concerted effort toward supporting the needs of staff and their wellbeing. ESSER III funds set aside for social, behavioral, and mental health supports will fully fund a position of behavioral health liaison to expand the work with our long-standing partnerships at our community mental health center and/or CHCSEK.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Coffeyville Public Schools is comprised of a diverse student population; the technology, social, behavioral, mental health supports, the curriculum for ELC and ESOL, literacy resources, professional learning for teachers and staff, and the resources allocated for the contracted services for Greenbush for summer school, and credit recovery will address the unique challenges and needs of students that were disproportionately impacted by COVID-19. Due to our diverse student population, the staff and leaders of the district are familiar with the needs and remain open to learning opportunities as the needs and student population evolve. The Coffeyville Public Schools administration team will monitor all aforementioned plans and data to drive the planning and implementation of ESSER III funded resources and programs.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$5,177,321	\$0	\$5,177,321	ESSER III Allocations	\$1,035,465
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$5,177,321	\$0	\$5,177,321	Amount Still Needed	\$1,035,465
In Review Total	\$1,862,791	\$0	\$1,862,791	In Review Total	\$712,215
Amount Left	\$3,314,530	\$0	\$3,314,530	Amount Still Needed	\$323,250

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
445-3-0001	Direct	False	1000	110	6	\$8,274	Task Force Review
445-3-0002	Direct	True	1000	110	11A	\$28,800	Task Force Review
445-3-0003	Direct	True	1000	110	12	\$126,354	Task Force Review
445-3-0004	Direct	False	1000	120	6	\$2,888	Task Force Review
445-3-0005	Direct	True	1000	120	11A	\$3,240	Task Force Review
445-3-0006	Direct	True	1000	120	11A	\$7,200	Task Force Review
445-3-0007	Direct	True	1000	120	4	\$33,120	Task Force Review
445-3-0008	Direct	False	1000	150	16	\$222,000	Task Force Review
445-3-0009	Direct	False	1000	150	16	\$86,000	Task Force Review
445-3-0010	Direct	False	1000	150	16	\$4,600	Task Force Review
445-3-0011	Direct	True	1000	210	12	\$20,922	Task Force Review
445-3-0012	Direct	True	1000	210	12	\$120	Task Force Review
445-3-0013	Direct	False	1000	220	16	\$23,914	Task Force Review
445-3-0014	Direct	True	1000	220	4	\$2,537	Task Force Review
445-3-0015	Direct	True	1000	220	12	\$9,666	Task Force Review
445-3-0016	Direct	False	1000	220	6	\$854	Task Force Review
445-3-0017	Direct	True	1000	220	11A	\$2,754	Task Force Review
445-3-0018	Direct	True	1000	220	11A	\$248	Task Force Review
445-3-0019	Direct	False	1000	290	16	\$6,706	Task Force Review
445-3-0020	Direct	False	1000	300	16	\$118,000	Task Force Review
445-3-0021	Direct	False	1000	300	16	\$9,027	Task Force Review
445-3-0022	Direct	True	1000	320	1A	\$37,776	Task Force Review
445-3-0023	Direct	True	1000	320	1A	\$200,000	Task Force Review
445-3-0024	Direct	True	1000	320	1A	\$6,000	Task Force Review
445-3-0025	Direct	True	1000	320	12	\$24,225	Task Force Review
445-3-0026	Direct	True	1000	321	12	\$25,000	Task Force Review
445-3-0027	Direct	True	1000	322	4	\$59,306	Task Force Review
445-3-0028	Direct	True	1000	610	12	\$69,297	Task Force Review
445-3-0029	Direct	False	1000	650	15	\$30,000	Task Force Review
445-3-0030	Direct	False	2100	120	10	\$31,820	Task Force Review

445-3-0031	Direct	False	2100	150	16	\$10,000	Task Force Review
445-3-0032	Direct	False	2100	150	16	\$20,000	Task Force Review
445-3-0033	Direct	False	2100	210	10	\$18,606	Task Force Review
445-3-0034	Direct	False	2100	210	10	\$60	Task Force Review
445-3-0035	Direct	False	2100	220	16	\$2,295	Task Force Review
445-3-0036	Direct	False	2100	220	10	\$2,434	Task Force Review
445-3-0037	Direct	False	2200	150	16	\$8,000	Task Force Review
445-3-0038	Direct	False	2200	150	16	\$30,000	Task Force Review
445-3-0039	Direct	False	2200	220	16	\$2,907	Task Force Review
445-3-0040	Direct	False	2300	150	16	\$6,000	Task Force Review
445-3-0041	Direct	False	2300	150	16	\$12,000	Task Force Review
445-3-0042	Direct	False	2300	220	16	\$1,377	Task Force Review
445-3-0043	Direct	False	2400	150	16	\$20,000	Task Force Review
445-3-0044	Direct	False	2400	150	16	\$28,000	Task Force Review
445-3-0045	Direct	False	2400	220	16	\$3,672	Task Force Review
445-3-0046	Direct	False	2400	330	3	\$3,010	Task Force Review
445-3-0047	Direct	False	2500	150	16	\$2,000	Task Force Review
445-3-0048	Direct	False	2500	150	16	\$4,000	Task Force Review
445-3-0049	Direct	False	2500	220	16	\$459	Task Force Review
445-3-0050	Direct	False	2500	890	16	\$53,825	Task Force Review
445-3-0051	Direct	False	2600	150	16	\$48,000	Task Force Review
445-3-0052	Direct	False	2600	220	16	\$3,672	Task Force Review
445-3-0053	Direct	False	2670	610	14	\$500	Task Force Review
445-3-0054	Direct	False	2670	618	15	\$7,500	Task Force Review
445-3-0055	Direct	False	2670	618	7	\$3,900	Task Force Review
445-3-0056	Direct	False	2670	730	7	\$51,000	Task Force Review
445-3-0057	Direct	False	3100	150	16	\$52,000	Task Force Review
445-3-0058	Direct	False	3100	220	16	\$3,978	Task Force Review
445-3-0059	Direct	False	3100	618	15	\$2,500	Task Force Review
445-3-0060	Direct	False	4300	342	14	\$204,798	Task Force Review
445-3-0066	Direct	True	1000	320	1A	\$55,650	Task Force Review

## Line Item Details

Line Item ID: 445-3-0001



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

6- Sal- Inst- Training

**Account Number**

30306

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Coffeyville Public Schools will provide a summer summit open to all certified and classified staff for training in the areas of literacy intervention and behavior intervention to address learning loss and behaviors that have increased due since the pandemic that also impact instructional time. This summit will not be for all teachers, but only those new to the district and those who might need additional assistance with interventions in the classroom to address learning loss. The summer summit will be considered ?off-contract? time, so teachers will be paid their daily rate for attending. Salary: 15 teachers x \$275.80 (avg sal./day) x 2 yrs. = \$8,274

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,137
<b>Budgeted Expenditures in SFY 2023</b>	\$4,137
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,274</u>

**Status**

Task Force Review

Line Item ID: 445-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

11A- Sal- Inst- Summer

**Account Number**

30336

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Instructional summer program will be implemented to help address learning loss. As part of the survey information, the request for summer assistance was greatly stated. Existing teachers and teacher aides will be hired to address and target specifically identified areas of students? greatest need identified by literacy coaches and classroom teachers. Teacher Salary: 8 teachers x \$30 x 20 days x 3 hrs./day x 2 yrs. = \$28,800

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,400
<b>Budgeted Expenditures in SFY 2023</b>	\$14,400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$28,800</u>

**Status**

Task Force Review

Line Item ID: 445-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

12- Sal- Intervention

**Account Number**

30356

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The district will hire a retired teacher as an intervention teacher to work specifically with students who have the highest learning loss due to the COVID-19 pandemic. This position will be a pull-out program and will target students' specific need areas working with small groups of students. This pull-out program will also assist the regular classroom teacher to focus more on students in the classroom. Teacher salary: \$63,177 (average retired teacher salary) x 2 yrs. = \$126,354

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$63,177
<b>Budgeted Expenditures in SFY 2023</b>	\$63,177
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$126,354</u>

**Status**

Task Force Review

Line Item ID: 445-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

6- Sal- Inst Aid- Training

**Account Number**

30301

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Coffeyville Public Schools will provide a summer summit open to all certified and classified staff for training in the areas of literacy intervention and behavior intervention to address learning loss and behaviors that have increased due since the pandemic that also impact instructional time. The time will be paid at the instructional aides regular hourly rate for the day. Salary: 15 aides x \$13.75 (avg rate/hr.) x 7 hrs. x 2 yrs. = \$2,888

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,444
<b>Budgeted Expenditures in SFY 2023</b>	\$1,444
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,888</u>

**Status**

Task Force Review

Line Item ID: 445-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

11A- Sal- Summ- Bilingual

**Account Number**

30330

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Bilingual summer aide will work hours in June and July to target specific students identified with the greatest learning loss and needed help. This is one specific area on the survey information that was identified. Targeted assistance will be provided to ELL students over the summer to help with learning loss and the ?summer slide? of academics. Salary: 30 days x \$18.00/hr. x 3 hrs./day x 2 yrs. = \$3,240

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,620
<b>Budgeted Expenditures in SFY 2023</b>	\$1,620
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,240</u>

**Status**

Task Force Review

Line Item ID: 445-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

11A- Sal- Inst. Aid- Summer

**Account Number**

30358

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Instructional summer program will be implemented to help address learning loss. As part of the survey information, the request for summer assistance was greatly stated. Existing teachers and teacher aides will be hired to address and target specifically identified areas of students' greatest need identified by literacy coaches and classroom teachers. Teacher Aide Salary: 4 aides x \$15/hr. (average rate) x 20 days x 3 hrs./day x 2 yrs. = \$7,200

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,600
<b>Budgeted Expenditures in SFY 2023</b>	\$3,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,200</u>

**Status**

Task Force Review

Line Item ID: 445-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

4- Sal- Inst Aide - Bilingual

**Account Number**

30382

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An instructional aide will be hired specifically to work with English Language Learners who have struggled with increased learning loss due to the COVID-19 pandemic. This will address the unique needs of these ELL students who require additional services. The position will be a part-time position at this time with a pull-out and push-in class support for students. Salary: 184 days x \$18.00/hr. x 5 hrs./day x 2 yrs. = \$33,120

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$16,560
<b>Budgeted Expenditures in SFY 2023</b>	\$16,560
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$33,120</u>

**Status**

Task Force Review

Line Item ID: 445-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Incent- Inst

**Account Number**

30202

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional significant efforts towards sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss.

111 Inst. staff x \$1,000/yr. x 2 yrs. = \$222,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$111,000
<b>Budgeted Expenditures in SFY 2023</b>	\$111,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$222,000</u>

**Status**

Task Force Review

Line Item ID: 445-3-0009



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Incent- Aide

**Account Number**

30308

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional significant efforts towards sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss.

43 Inst. aids x \$1,000 x 2 yrs. = \$86,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$43,000
<b>Budgeted Expenditures in SFY 2023</b>	\$43,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$86,000</u>

**Status**

Task Force Review

Line Item ID: 445-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Incent- Rule10

**Account Number**

30355

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. District staff have made additional efforts they have made toward sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. Educational staff are tired and worn out especially in trying to deal with all of the new social-emotional issues brought on by the pandemic. Due to the fact that many teachers are "burnt-out" from the stress of everything, the workers for after school programs are less and less. The social emotional needs for students to belong to something greater is never more paramount. This includes students being able to participate in athletic and educational club programs. With fewer people willing to spend more time, the district has sought expert help in filling these positions. In an effort to retain these people for school year, a retention incentive will be given to each employee who returns for the school year. 23 Part-time staff x \$100/activity x 2 yrs. = \$4,600

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,300
<b>Budgeted Expenditures in SFY 2023</b>	\$2,300
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,600</u>

**Status**

Task Force Review

Line Item ID: 445-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

12- SHC- Intervention

**Account Number**

30326

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The teacher intervention position will have access to district paid benefits as this is a full-time position in the school district. The district is currently with the KS State Employee Health Plan. Single health care plan \$10,461/yr. x 2 yrs. = \$20,922

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,461
<b>Budgeted Expenditures in SFY 2023</b>	\$10,461
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,922</u>

**Status**

Task Force Review

Line Item ID: 445-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

12- Life- Intervention

**Account Number**

30327

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The teacher intervention position will have access to the district paid life insurance as part of the regular employment package. Life: \$60/yr. x 2 yrs. = \$120

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$60
<b>Budgeted Expenditures in SFY 2023</b>	\$60
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$120</u>

**Status**

Task Force Review

Line Item ID: 445-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- FICA Ret Incent- Instruct

**Account Number**

30311

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff. Calculated at the 7.65% rate FICA: 154 instructional staff x \$1,000/yr. x 2 yrs. x 7.65% = \$23,562

FICA: 23 part-time staff x \$100/activity x 2 yrs. x 7.65% = \$352

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$11,957
<b>Budgeted Expenditures in SFY 2023</b>	\$11,957
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$23,914</u>

**Status**

Task Force Review

Line Item ID: 445-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

4- FICA- Inst Bilingual

**Account Number**

30341

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Bilingual FICA expense based on Bilingual salaries calculated at 7.65% FICA: \$16,560/yr. x 2 yrs. x 7.65% = \$2,537

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,268
<b>Budgeted Expenditures in SFY 2023</b>	\$1,269
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,537</u>

**Status**

Task Force Review

Line Item ID: 445-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

12- FICA- Intervention

**Account Number**

30357

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Intervention teacher FICA expense calculated at 7.65% of teacher salary. FICA: (\$63,177/yr. x 2 yrs.) x 7.65% = \$9,666

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,833
<b>Budgeted Expenditures in SFY 2023</b>	\$4,833
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,666</u>

**Status**

Task Force Review

Line Item ID: 445-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

6- FICA- Inst Training

**Account Number**

30367

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer summit training FICA expenses calculated at 7.65% FICA: Teacher (\$8,274) + Aides (\$2,888) = \$11,162 x 7.65% = \$854

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$427
<b>Budgeted Expenditures in SFY 2023</b>	\$427
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$854</u>

**Status**

Task Force Review

Line Item ID: 445-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

11A- FICA- Inst- Summer

**Account Number**

30391

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer instructional FICA expenses calculated at 7.65% FICA: Summer aide \$7,200 x 7.65% = \$551; and FICA: Summer teacher \$28,800 x 7.65% = \$2,203

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,377
<b>Budgeted Expenditures in SFY 2023</b>	\$1,377
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,754</u>

**Status**

Task Force Review

Line Item ID: 445-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

11A- FICA- Summ- Bilingual

**Account Number**

30392

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Bilingual FICA expenses based on the Bilingual summer salary expenses calculated at 7.65% FICA: \$1,620/yr. x 2 yrs. x 7.65% = \$248

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$124
<b>Budgeted Expenditures in SFY 2023</b>	\$124
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$248</u>

**Status**

Task Force Review

Line Item ID: 445-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Unemployment

**Account Number**

30366

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The unemployment expenses associated with the retention incentives throughout the staff. Calculated at: 1% \* \$670,600 = \$6,706

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,353
<b>Budgeted Expenditures in SFY 2023</b>	\$3,353
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,706</u>

**Status**

Task Force Review

Line Item ID: 445-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Incent- SE Inst

**Account Number**

30320

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional significant efforts towards sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss. The district does not directly employ any special education teachers/staff as we are part of the Tri-County coop. Thus, Tri-County will pay those staff who work in USD 445 Coffeyville and the district will reimburse the coop for the expenses. 22 Licensed Sp. Ed. teachers x \$1,000/yr. x 2 yrs., 32 Sp. Ed. Paras x \$1,000/yr. x 2 yrs. and 10 part-time Sp. Ed. Staff x \$500 x 2 yrs. = \$118,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$59,000
<b>Budgeted Expenditures in SFY 2023</b>	\$59,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$118,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- FICA Ret Incent- SE

**Account Number**

30322

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff. Calculated at the 7.65% rate. The amount will be calculated and paid as a reimbursement to the coop as the district does not employ any special education staff and once payroll documentation is sent. FICA: 54 Sp. Ed. staff x \$1,000/yr. x 3 yrs. x 7.65% = \$9,027

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,514
<b>Budgeted Expenditures in SFY 2023</b>	\$4,513
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,027</u>

**Status**

Task Force Review

Line Item ID: 445-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

1A- Purch Srvs- SIS

**Account Number**

70341

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To mitigate learning loss among students due to the COVID-19 Pandemic, our staff have requested and we plan to provide extensive professional development, consultation, and support services to support our administrators, teachers, and paraeducators in the following areas: curriculum development, revision, implementation, and evaluation; instructional planning practices; and assessment development and implementation to include local and State assessments. All of these staff will then in turn work directly with students who have demonstrated learning loss in any area including students who fall in the at-risk subgroups such as students in foster care, students who are ELL, students with disabilities, migrant students, students from low-income families, and all other at-risk categories our students might fit into. To provide this professional development and support in a collaborative and cost-effective manner, our district will use ESSER III funds to purchase registrations for professional learning opportunities in these areas.

Services and costs split F23 0.5 yr., F24 1.0 yr., F25 0.5 yr.: \$18,888/yr. x 2 yrs. total = \$37,776

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,444
<b>Budgeted Expenditures in SFY 2023</b>	\$18,888
<b>Budgeted Expenditures in SFY 2024</b>	\$9,444
<b>Total Expenditures</b>	<u>\$37,776</u>

**Status**

Task Force Review

Line Item ID: 445-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

1A- Purch Srvs- Inst Coaching

**Account Number**

70343

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Literacy and Instructional Coaches will be contracted to come into the district. These coaches are learning leaders who help the principal(s) with efforts to strengthen instruction, student achievement and professional learning. They build capacity and efficacy with teachers and principals through collaborative relationships, goal setting, and ongoing reflection and feedback. At the classroom level specifically, they observe instruction and meet with individual teachers or teams to learn together, consider methods, discuss relevant data, and design, deliver and analyze instruction. Coaches support efforts that include, but are not limited to, improving learning environments and systems, implementing effective instructional practices and strategies, and developing students' literacy skills and ability to comprehend content. Contracted salary and benefits for 1-45 day elementary, 1-45 day secondary F22-23 (2 staff x \$25,000 = \$50,000) & 1 90-day for elementary, 1 90-day for secondary for 23-24 (2 staff x \$50,000 = \$100,000) & 1-45 day elementary, 1-45 day secondary F24-25 (2 staff x \$25,000 = \$50,000)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,000
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$200,000</u>

**Status**

Task Force Review

Line Item ID: 445-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

1A- Pruch Srvs- PD

**Account Number**

70344

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional literacy and instructional coaching PD days will be purchased to provide an intensive "ramp up" training in the summer for staff members. Contracted days for 3 SLS and 3 SIS staff will be purchased. Summer Summit GB Staff- 3 SLS; 3 SIS estimated at \$1,000 ea. = \$6,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 445-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

12- Inst Prgm- Read Naturally

**Account Number**

90260

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Read Naturally is an evidence-based online resource for fluency that targets learning loss for low-performing and vulnerable populations due to the COVID-19 pandemic. The program individualizes instruction for the student targeting the areas of specific need and relays that information to the teacher who then may better design interventions and instructions. Progress of students in fluency, vocabulary and comprehension are all supported. Quoted cost of the Read Naturally ?Read Live? licenses: 425 licenses x \$57.00 ea. = \$24,225

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$24,225
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$24,225</u>

**Status**

Task Force Review

Line Item ID: 445-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

12- Inst Prgm- Mentor Training

**Account Number**

90320

**Function Code**

1000 - Instruction

**Object Code**321 - Instructional Programs  
Improvement Services**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The pandemic has brought about a great learning loss especially in specific subgroups. This loss is seen daily in assessment scores of students and also in our teachers. Teachers need explicit training in order to meet the learning needs of students with specific risk factors such as English language learners, low income backgrounds, disabilities, foster care, and those who were out of school for an extended time due to COVID closures and quarantines. Understanding best practices and analyzing student data will be key in order to combat learning loss and address achievement gaps. This will be accomplished by training mentor teachers to allow for a focused emphasis on learning loss in specific targeted subgroups. Building capacity will ensure that all learners, primarily the subgroups listed above who are more at risk will have highly trained educators meeting their unique needs for their success. The Kansas Mentor and Induction Center will provide high quality mentoring in the areas of data driven instruction, instructional practices and differentiated instructional lessons that teachers will use directly with targeted subgroups in the classroom and with individual student support times.

Contracted estimated amount: \$500 x 25 teachers x 2 yrs. = \$25,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,500
<b>Budgeted Expenditures in SFY 2023</b>	\$12,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Task Force Review

Line Item ID: 445-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

4- Inst Prgm- PK Curriculum

**Account Number**

90270

**Function Code**

1000 - Instruction

**Object Code**

322 - Instructional Services

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Frog Street program is specifically designed curriculum for preschool ages children. For our Early Learning Center that has approximately 200 three and four-year-old students in preschool, having multiple avenues to meet the needs of students is imperative if students are going to be ready for kindergarten. Materials and online learning meet the needs of the students via the internet, lesson plans, literature, listening libraries and has family connections built in. Frog Street also has at home lessons the parents and students can do together as well as multiple assessment options. Frog street is an evidences-based program and will be used for those students with unique needs. Quoted price for 10 classrooms at the ELC = \$59,306

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$59,306
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$59,306</u>

**Status**

Task Force Review

Line Item ID: 445-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

12- Supplies- 95% Group

**Account Number**

30365

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The 95% Group LLC provides supplies and materials centered around phonic lessons to be used in the classrooms. These materials are directed towards those students with the greatest learning loss due to the COVID pandemic and including students in vulnerable populations. Materials include site license, phonological awareness screeners and awareness, basic, advanced and multi-syllable phonics kits. Classroom supplies for working with students in the classroom targets specifically towards enrichment activities dealing with the learning loss during the pandemic. This will be the second half of the kits and materials to continue the program. This will be for K-6 grade levels. This material is supported by evidenced based research. Quoted cost of the 95% Group material is \$69,297.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$69,297
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$69,297</u>

**Status**

Task Force Review

Line Item ID: 445-3-0029



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

15- Inst- Supplies

**Account Number**

30361

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To help mitigate the spread of COVID-19 student headphones will be purchased for student use. The 1:1 headphone placement will allow the students to not have to touch or use another student's set. The headphones will also help with the individual learning loss for students as they will better be able to concentrate in the classroom without the noise of multiple speakers playing in the classroom. \$10 ea. x 1,500 students x 2 yrs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

Line Item ID: 445-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

10- Sal- Supp Services

**Account Number**

30403

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

A Behavior Liaison will be hired by the district to help facilitate the connections between the students, parents and the district, focusing on the social, emotional and mental health needs of the student. The liaison will also communicate with parents and help to set up additional mental health or additional services to help the student be focused for the educational environment.

This position will work with all students, focusing on those most vulnerable student populations as a priority. Salary: 215 days x \$18.50/hr. x 8 hrs./day = \$31,820

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$31,820
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$31,820</u>

**Status**

Task Force Review

Line Item ID: 445-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Incent- Supp Srv

**Account Number**

30302

**Function Code**

2100 - Support Services (Students)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional significant efforts towards sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss. 5 Lic. Student Supp. staff x \$1,000/yr. x 2 yrs. = \$10,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

Line Item ID: 445-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Inct- Sup Srv Aide

**Account Number**

30309

**Function Code**

2100 - Support Services (Students)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional significant efforts towards sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss.

10 Student Supp. staff x \$1,000/yr. x 2 yrs. = \$20,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$20,000

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

10- SHC- Supp Services

**Account Number**

30417

**Function Code**

2100 - Support Services (Students)

**Object Code**

210 - Group Insurance

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Behavior Liaison will have access to the district's health insurance program from the KS State Employee Health either a single or dependent plan. District portion: Dependent plan (\$1,550.54/month) x 12 months = \$18,606

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$18,606
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$18,606</u>
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**Status**

Task Force Review

Line Item ID: 445-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

10- Life- Supp Services

**Account Number**

30430

**Function Code**

2100 - Support Services (Students)

**Object Code**

210 - Group Insurance

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Behavior Liaison will have access to the district's life insurance benefit. Life: \$60/yr. x 1 yr. = \$60

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$60
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$60</u>
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**Status**

Task Force Review

Line Item ID: 445-3-0035

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- FICA Ret Incent- Sup Srv

**Account Number**

30316

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff. Calculated at the 7.65% rate FICA: 15 Student Support staff x \$1,000/yr. x 2 yrs. x 7.65% = \$2,295

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,147
<b>Budgeted Expenditures in SFY 2023</b>	\$1,148
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,295</u>

**Status**

Task Force Review

Line Item ID: 445-3-0036

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

10- FICA- Supp Services

**Account Number**

30404

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

FICA expenses for the Behavior Liaison support services position calculated at 7.65% FICA: \$31,820 x 7.65% = \$2,434

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,434
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,434</u>

**Status**

Task Force Review

Line Item ID: 445-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Incent- Inst Supp

**Account Number**

30303

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional significant efforts towards sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss.

4 Lic. Inst Supp. staff x \$1,000/yr. x 2 yrs. = \$8,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,000
<b>Budgeted Expenditures in SFY 2023</b>	\$4,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,000</u>

**Status**

Task Force Review

Line Item ID: 445-3-0038

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret In- Inst Sup Aide

**Account Number**

30312

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional significant efforts towards sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss.

15 Inst. Supp. staff x \$1,000/yr. x 2 yrs. = \$30,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- FICA Ret Incent- Inst Support

**Account Number**

30317

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff. Calculated at the 7.65% rate FICA: 19 Inst. Supp. staff x \$1,000/yr. x 2 yrs. x 7.65% = \$2,907

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,453
<b>Budgeted Expenditures in SFY 2023</b>	\$1,454
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,907</u>

**Status**

Task Force Review

Line Item ID: 445-3-0040

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Incent- BOE

**Account Number**

30304

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional significant efforts towards sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss. 3 Lic. Central Office staff x \$1,000/yr. x 2 yrs. = \$8,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$6,000

**Status**

Task Force Review

Line Item ID: 445-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Inct- BOE aide

**Account Number**

30313

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional significant efforts towards sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss. 6 Central Office staff x \$1,000/yr. x 2 yrs. = \$12,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,000
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Task Force Review

Line Item ID: 445-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- FICA Ret Incent- BOE

**Account Number**

30318

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff. Calculated at the 7.65% rate FICA: 9 central office staff x \$1,000/yr. x 2 yrs. x 7.65% = \$1,377

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$689
<b>Budgeted Expenditures in SFY 2023</b>	\$688
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,377</u>

**Status**

Task Force Review

Line Item ID: 445-3-0043

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Incent- Admin

**Account Number**

30305

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional significant efforts towards sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss. 10 Bldg. Admin. x \$1,000/yr. x 2 yrs. = \$20,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Inct- Admin Aide

**Account Number**

30314

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional significant efforts towards sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss.

14 Bldg. Admin Supp. staff x \$1,000/yr. x 2 yrs. = \$28,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,000
<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$28,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- FICA Ret Incent- Admin

**Account Number**

30319

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff. Calculated at the 7.65% rate FICA: 24 Bldg. Admin/Support staff x \$1,000/yr. x 2 yrs. x 7.65% = \$3,672

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,836
<b>Budgeted Expenditures in SFY 2023</b>	\$1,836
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,672</u>

**Status**

Task Force Review

Line Item ID: 445-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

3- PD- Administration

**Account Number**

30338

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional development for the district admiration and directors to better lead the buildings during the pandemic recovery period will be implemented. Inspired Leadership learning events and assessments will be purchased to facilitate this professional development. This training will focus on how individuals lead themselves and impact those around them. Due to the increased stress and need to communicate effectively with the students, parents, staff and the community as a whole, the KASB Connect subscription will be purchased. This will deliver customizable letters to the district for use to effectively communicate events to the parents including information regarding mitigation process for COVID-19. Inspired Leadership: \$1,600. Assessment and Leadership materials: 11 staff x \$110 ea. = \$1,210; KASB Connect subscription: 1 yr. x \$100 = \$100

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,910
<b>Budgeted Expenditures in SFY 2023</b>	\$100
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,010</u>

**Status**

Task Force Review

Line Item ID: 445-3-0047



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Incent- Fiscal

**Account Number**

30335

**Function Code**

2500 - Central Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional efforts they have made toward sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. Educational staff are tired and worn out especially in trying to deal with all of the new social-emotional issues brought on by the pandemic. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss. 1 Fiscal Services staff x \$1,000/yr. x 2 yrs. = \$2,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2,000

**Status**

Task Force Review

Line Item ID: 445-3-0048

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Incent- Fiscal- Classified

**Account Number**

30337

**Function Code**

2500 - Central Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional efforts they have made toward sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. Educational staff are tired and worn out especially in trying to deal with all of the new social-emotional issues brought on by the pandemic. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss. 2 Fiscal Services staff x \$1,000/yr. x 2 yrs. = \$4,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- FICA Ret Incent- Fiscal

**Account Number**

30332

**Function Code**

2500 - Central Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff. Calculated at the 7.65% rate FICA: 3 Fiscal Services staff x \$1,000/yr. x 2 yrs. x 7.65% = \$459

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$229
<b>Budgeted Expenditures in SFY 2023</b>	\$230
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$459</u>

**Status**

Task Force Review

Line Item ID: 445-3-0050

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Indirect Cost

**Account Number**

30325

**Function Code**

2500 - Central Services

**Object Code**

890 - Other Miscellaneous Expenditures

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Indirect Cost expense: The ESSER III application and expense monitoring is in itself a large task. Indirect costs associated with the ESSER III grant will be used to pay the fiscal service staff employees a stipend amount for the time of writing the ESSER III application and the monitoring and various reporting of the expenses over the entire cycle. The stipend amount will be set as a monthly payment amount stipend. This will be listed down as a salary amount so the monthly stipends may be processed through the district's payroll system. USD 445 Indirect cost rate is 1.28% Two (2) grant writers/reporters stipend x \$12,500/yr. x 2.5 yrs. = \$31,250. Two (2) finance monitor stipend \$7,500/yr. x 2.5 yrs. = \$18,750, FICA \$50,000 x 7.65% = \$3,825. Total indirect cost: \$53,825 calculated at 1.04%

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$21,530
<b>Budgeted Expenditures in SFY 2023</b>	\$21,530
<b>Budgeted Expenditures in SFY 2024</b>	\$10,765
<b>Total Expenditures</b>	\$53,825

**Status**

Task Force Review

Line Item ID: 445-3-0051

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Incent- Cust/Main

**Account Number**

90280

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional significant efforts towards sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss.

24 Cust./Maint. staff x \$1,000/yr. x 2 yrs. = \$48,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$24,000
<b>Budgeted Expenditures in SFY 2023</b>	\$24,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$48,000</u>

**Status**

Task Force Review

Line Item ID: 445-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- FICA Ret Incent- Cust/Maint

**Account Number**

90310

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff. Calculated at the 7.65% rate FICA: 24 Cust./Maint. staff x \$1,000/yr. x 2 yrs. x 7.65% = \$3,672

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,836
<b>Budgeted Expenditures in SFY 2023</b>	\$1,836
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,672</u>

**Status**

Task Force Review

Line Item ID: 445-3-0053

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

14- Supplies- Air Quality

**Account Number**

30370

**Function Code**

2670 - Safety

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchasing of various testing strips and procedures to check on the air quality within high traffic and possibly outbreak areas to ensure safety of students and staff Replacement disinfecting light replacement bulbs estimated cost of \$500

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$300
<b>Budgeted Expenditures in SFY 2023</b>	\$100
<b>Budgeted Expenditures in SFY 2024</b>	\$100
<b>Total Expenditures</b>	<u>\$500</u>

**Status**

Task Force Review

Line Item ID: 445-3-0054

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

15- Clean- Supplies

**Account Number**

30371

**Function Code**

2670 - Safety

**Object Code**

618 - Cleaning Supplies and Chemicals

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Cleaning supplies include spray bottles, paper towels and other such expenses needed to sanitize and clean the facility. Paper towels and spray are provided to each classroom throughout the district to spray and disinfect after each class period.  
 $\$3,000/\text{yr.} \times 2.5 \text{ yrs.} = \$7,500$

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Task Force Review

Line Item ID: 445-3-0055

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

7- Clean- Chem

**Account Number**

30372

**Function Code**

2670 - Safety

**Object Code**

618 - Cleaning Supplies and Chemicals

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be used by the maintenance and custodial departments to purchase of various chemicals necessary to properly clean the facility to help mediate and prevent the spread of COVID-19 as well as other germs, such as Vital Oxide and Gen-E-Fect.  $4 \times \text{Vital Oxide } 55 \text{ gal drum} \times \$800/\text{drum} = \$3,200$  and  $25 \times 1 \text{ gal. disinfectant spray} \times \$28/\text{gal.} = \$700$

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,900
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$3,900</u>

**Status**

Task Force Review

Line Item ID: 445-3-0056

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

7- Clean- Equipment

**Account Number**

30381

**Function Code**

2670 - Safety

**Object Code**

730 - Equipment

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Funds will be used to purchase additional cleaning equipment both large units and handheld units necessary to spray and clean classrooms through mist technology such as DriGen large area misters to fog classrooms and gymnasium areas after use. A large unit, for use in gymnasiums, large group rooms and cafeterias will be placed at each building. Small units will be available to the custodial staff while cleaning individual classrooms and office areas. These units will be used to augment the existing units within the buildings for better coverage. 1 large units/bldg. x \$11,000/unit x 4 buildings = \$44,000, 10 small handheld units x \$700/unit. = \$7,000

Equipment Purchase has been submitted via ESSER email for the large units. Pricing has changed from original request and will need to be updated later. Price per large unit is now \$13,714.29, so one large unit will be decreased.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$46,100
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,400
<b>Total Expenditures</b>	\$51,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 445-3-0057



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- Sal- Ret Incent- Food Srv

**Account Number**

30307

**Function Code**

3100 - Food Service Operations

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff as the staff turnover impacts the district; there was approximately 20% of our educators that left the district in 2022 and was a substantial increase from previous years. With this in mind, district administration met with the teacher's union and other staff groups. Many of the conversations indicated exhausted employees and low morale; this was also a theme in the teacher surveys that have been done twice a year for the last two years. The retention incentive was determined to be a way to keep employees in the district. Teachers, administrators and all district staff have made additional significant efforts towards sanitizing and maintaining a safe educational environment, providing meals and snacks to students, re-teaching before and after school due to missed instructional time from quarantines, and preparing take-home assignments for students in health safety protocol. By retaining staff this will also allow us to maintain class sizes and better address strong academic instruction and interventions especially related to learning loss.

26 Food Service staff x \$1,000/yr. x 2 yrs. = \$52,000

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$26,000
<b>Budgeted Expenditures in SFY 2023</b>	\$26,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$52,000

**Status**

Task Force Review

Line Item ID: 445-3-0058

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

16- FICA Ret Incent- Food Srv

**Account Number**

30112

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentives will allow us to retain staff. Calculated at the 7.65% rate FICA: 26 Child Nutrition staff x \$1,000/yr. x 2 yrs. x 7.65% = \$3,978

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,989
<b>Budgeted Expenditures in SFY 2023</b>	\$1,989
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,978</u>

**Status**

Task Force Review

Line Item ID: 445-3-0059

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

15- Clean- Supplies

**Account Number**

30170

**Function Code**

3100 - Food Service Operations

**Object Code**

618 - Cleaning Supplies and Chemicals

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Various cleaning supplies needed to ensure tables and high touch areas in the cafeteria have been sanitized to prevent the spread of COVID-19 and other germs. Supplies include items such as paper towels, spray bottles, wipes, etc. Estimated expenses at \$1,000/yr. x 2.5 yrs. = \$2,500.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Task Force Review

Line Item ID: 445-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

14- Architectural Srv

**Account Number**

30342

**Function Code**

4300 - Architecture and Engineering

**Object Code**

342 - Architectural Services

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To ensure the proper replacement equipment and installation to improve the indoor air quality and to help reduce the risk of transmission and exposure of health hazards, the district will hire an architectural firm familiar with our buildings and existing HVAC systems to coordinate, specify equipment and monitor the improvement efforts. The window replacement at the high school will require additional architectural services as the building is 100 years old with a wide variety of window styles as well as unique challenges for installation of each window unit. Architectural Services for HVAC replacement: \$1,107,475 x 10.0% est. = \$110,748

Architectural Services for window replacement: \$783,750 x 12.0% ext. = \$94,050

Prior approval capital project form has been submitted to ESSER. No impact on environment form is included from architects.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$204,798
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$204,798

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

1A- Purch Srvs- SLS

**Account Number**

70342

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The recent pandemic due to COVID-19 has impacted the social and emotional wellness of our staff and students which in turn has created a loss of learning. As such our administration has determined that staff need to better understand how social emotional development impacts the ability to learn. We plan to provide extensive professional development, consultation, and support services for our administrators, teachers, and paraeducators in how self-awareness, self-management, responsible decision making, relationship skills, and social awareness support the ability for students to be successful in the classroom learning environment and better help mitigate any learning loss that has occurred. To provide this professional development and support in a collaborative and cost-effective manner, our district will use ESSER III funds to purchase registrations for professional learning opportunities in these areas. Intensive services with support for restructuring GEI / SIT team structure.

The professional development referenced will focus on brain development and trauma, not only our Earn to Learn summer conference but also threaded throughout the years, as it has been for many before. It will also not be limited to professional development days, as the district is already adept at recognizing needs as they arise. Earn to Learn will be a whole-district approach at this professional development conference for not only certified staff but also classified. Conferences will be for certified staff throughout the year and they will be empowered by building and district staff to share their learning with others in the district.

F23 0.5 yr., F24 1.0 yr. & F25 0.5 yr.: \$27,825/yr. x 2 total yrs. = \$55,650

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$13,913
<b>Budgeted Expenditures in SFY 2023</b>	\$27,825
<b>Budgeted Expenditures in SFY 2024</b>	\$13,912
<b>Total Expenditures</b>	\$55,650

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0484

Status

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Fredonia	300 N. 6th, Fredonia, KS 667360539	PO Box 539, Fredonia, KS 667360539
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Brian Smith	bsmith@fredoniaks.com	(620) 378-4177

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Brian Smith	Superintendent	bsmith@fredoniaks.com	(620) 378-4177

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.fredoniaks.com/360172\\_2](https://www.fredoniaks.com/360172_2)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Safety of our students, staff and patrons is our top priority in USD 484. ESSER III Federal Funds will be used to reduce class size by retaining and adding additional staff members. This will allow for greater social distancing. We will also utilize ESSER funds by improving facility air quality and purchasing resources to allow in person and distance learning when necessary. Fredonia has returned to pre-pandemic mitigation strategies. Should health conditions shift or stakeholder feedback necessitates, the district will review conditions and mitigation strategies and offer necessary revisions.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic-related instruction and support. Our response rate for this survey was 47% of the student body. The following supports received the most interest from our students:

1. Supports for Social/Emotional Learning
2. Extra-Curricular Activities - They specifically mentioned needing to incorporate field trips and off-site learning activities as part of summer programs and with kids to replace those experiences that were lost during COVID, not only in missed school activities but in many families who put off vacation or trip experiences.
3. Facility Upgrades

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## **Families**

We have worked closely with our families in developing our ESSER support plan through our site council committees. We also conducted parent/community surveys and have also engaged our building and district leadership team. We had 160 responses from parents through this survey with a 27% response rate. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

1. Additional supports for academic needs.
2. Additional supports for Social/Emotional needs.
3. After-school programming
4. Additional supports for behavior needs

You will see that these suggestions from parents are reflective in the plan we developed.

## **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. Our administrative team meets regularly with our Special Education Director and Coordinators either onsite or at their Independence office. We discussed what our students needs As a result of these meetings, the following have been determined as most important to address in our district.

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.
3. Increased opportunities for outside of school programming. (summer or after-school)

You will see that this information plays a prominent role in our ESSER plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations.

Highlights of these collaborative conversations include:

We allowed all staff members, including classified, teachers, and administrators to participate in a survey regarding needs and use of funds. We also visited with our Fredonia Education Association various times this year. Administrators met extensively to discuss current needs, their current building assessment and the effects of COVID on our results.

Results from those discussions continued to emphasize needs for behavior support, academic supports, social/emotional supports, and extended learning opportunities. Teachers and staff also indicated a need to retain highly trained staff and teachers after several years with high expectations.

## **Tribes**

In a review of our student information system, we did not identify any students who reported as members of a tribe.

We reached out to the Kickapoo Tribe to seek their feedback regarding suggestions to best meet the needs of Native American students. While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit Native American students if someone transferred into the district:

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.
3. Additional supports for out of school learning time.

### **Civil Rights Organization including Disability Rights Organizations**

We reached out to the following civil rights organizations in our state/region to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

NAACP & Kansas Action for Children.

We did not hear back from anyone, we have still implemented the following supports which we believe will benefit all populations of our students:

1. Additional supports with behavior needs.
2. Additional supports to address academic needs.
3. Additional supports for out of school learning time.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. In reviewing our student information system, we confirmed that we serve 121 of children with disabilities, 0 English Learners, 4 children experiencing homelessness, 17 children in foster care, 0 migratory students, 0 children who are incarcerated, 537 children who we consider underserved. Where representation in each group occurs, we have contacted the families of these students directly and asked for their feedback. Additionally, we conducted a survey and visited in conversations directly with students who met the criteria for these subgroups. It was clear from these conversations and feedback from students and stakeholders that the following supports were most needed:

- additional personnel support for academic intervention.
- after school programs
- expanded outside social emotional/mental health services.
- additional behavioral supports and interventions.
- additional instructional materials and technology resources.
- summer learning programs
- expanded school health office personnel hours for health, safety, and support of the student body.

### **Provide the public the opportunity to provide input and take such input into account**

At our site council meeting we discussed the ESSER 3 plan. In an attempt to get input from community stakeholders, a community survey was conducted. There were 149 responses to the survey:

- additional personnel support for academic intervention.
- after school programs
- expanded outside social emotional/mental health services.
- additional behavioral supports and interventions.
- additional instructional materials and technology resources.
- summer learning programs.
- upgrades to air quality systems.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**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 484 has roughly 650 students, over 50% qualify for free or reduce meals and our at-risk numbers are extremely high. Covid-19 has negatively impacted our K-12 students in many areas, including absenteeism, quality & quantity of instruction and access for special education students. As a result of quarantine and isolation, attendance rates have fallen. Access to instruction has been very limited as we have families with no internet access available due to the remote areas they live in. The district continues to spend ESSER II funds to provide hot spots for families that needed access and could not afford it. After school programs and summer school programs expanded tremendously due to many students falling behind.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

The district has or is in the process of purchasing assessment materials and intervention curriculum materials to address student learning loss to the most impacted subgroups (students with disabilities, foster children, students experiencing homelessness, and students of poverty) due to COVID 19. All of these are evidence based practices are on the Kansas State Department of Education "Approved" list. These include:

- LETRS
- Bridges Math
- Pre ACT
- 95 Percent Group
- Amplify CKLA Reading
- Animated Literacy

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Teachers will meet to review student achievement data, determine how to best meet the needs of those students who are displaying potential learning loss or at-risk of failing. This will pay for substitutes for teachers to attend student improvement team meetings, collaboration and planning sessions for interventions, and relevant PD to address the learning losses of our students due to COVID.

USD 484 will use ESSER III funding to provide retention incentive premium pay of \$1000 per employee to provide for the additional duties required to work in a COVID environment and to maintain staffing through 2024. This will be paid in December to classified and certified staff in 2 payments. A total of 141 staff currently qualify.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and community. The focus of our planning and the reason for collaborating with such a diverse group, was to ensure we were developing plans that not only address the general needs of our community, but that we also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$1,344,466	\$0	\$1,344,466
Approved Total	\$0	\$0	\$0
Amount Left	\$1,344,466	\$0	\$1,344,466
In Review Total	\$1,344,466	\$0	\$1,344,466
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$268,894
Approved Total	\$0
Amount Still Needed	\$268,894
In Review Total	\$466,080
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
484-3-0001	Direct	False	1000	100	16	\$62,000	Task Force Review
484-3-0002	Direct	False	1000	220	16	\$3,844	Task Force Review
484-3-0003	Direct	False	1000	260	16	\$62	Task Force Review
484-3-0004	Direct	False	1000	221	16	\$900	Task Force Review
484-3-0005	Direct	False	1000	270	16	\$712	Task Force Review
484-3-0006	Direct	False	1000	120	16	\$84,000	Task Force Review
484-3-0007	Direct	False	1000	220	16	\$5,208	Task Force Review
484-3-0008	Direct	False	1000	260	16	\$84	Task Force Review
484-3-0009	Direct	False	1000	222	16	\$1,218	Task Force Review
484-3-0010	Direct	False	1000	270	16	\$966	Task Force Review
484-3-0011	Direct	True	1000	100	16	\$36,000	Task Force Review
484-3-0012	Direct	True	1000	220	16	\$2,232	Task Force Review
484-3-0013	Direct	True	1000	260	16	\$36	Task Force Review
484-3-0014	Direct	True	1000	222	16	\$522	Task Force Review
484-3-0015	Direct	True	1000	270	16	\$414	Task Force Review
484-3-0016	Direct	True	1000	110	12	\$270,000	Task Force Review
484-3-0017	Direct	True	1000	210	12	\$47,808	Task Force Review
484-3-0018	Direct	True	1000	220	12	\$16,740	Task Force Review
484-3-0019	Direct	True	1000	260	12	\$270	Task Force Review
484-3-0020	Direct	True	1000	222	12	\$3,916	Task Force Review
484-3-0021	Direct	True	1000	260	12	\$3,104	Task Force Review
484-3-0022	Direct	True	1000	120	12	\$29,932	Task Force Review
484-3-0023	Direct	True	1000	210	12	\$7,968	Task Force Review
484-3-0024	Direct	True	1000	220	12	\$1,302	Task Force Review
484-3-0025	Direct	True	1000	260	12	\$21	Task Force Review
484-3-0026	Direct	True	1000	260	12	\$304	Task Force Review
484-3-0027	Direct	True	1000	270	12	\$241	Task Force Review
484-3-0028	Direct	True	2200	330	1A	\$15,000	Task Force Review
484-3-0029	Direct	True	1000	444	9	\$21,000	Task Force Review
484-3-0030	Direct	False	1000	734	16	\$14,392	Task Force Review

484-3-0031	Direct	True	2000	735	9	\$9,270	Task Force Review
484-3-0032	Direct	False	4700	453	13	\$580,000	Task Force Review
484-3-0033	Direct	False	4700	430	13	\$95,000	Task Force Review
484-3-0034	Direct	False	1000	734	9	\$30,000	Task Force Review

## Line Item Details

Line Item ID: 484-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified - Premium Pay

**Account Number**

76010

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 484 is requesting \$146,000 for the purpose of providing premium pay, or retention incentive pay, for all district personnel. This will be paid to all employees including our special education staff who are not employed by USD 484. Each employee that qualifies will receive two \$500 payments over the next two years. Payments of \$500 will be for all employees that are employed by the district at the end of the 1st semester of the 22-23 school year. These payments will also be available at the end of the 1st semester of the 23-24 school year. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 and 2023-2024 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. 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. Certified Staff - 62 & Certified Staff - 84

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$31,000
<b>Budgeted Expenditures in SFY 2024</b>	\$31,000
<b>Total Expenditures</b>	\$62,000

**Status**

Task Force Review

Line Item ID: 484-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified - Social Security - Premium Pay

**Account Number**

76025

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified Social Security - Premium Pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,922
<b>Budgeted Expenditures in SFY 2024</b>	\$1,922
<b>Total Expenditures</b>	<u>\$3,844</u>

**Status**

Task Force Review

Line Item ID: 484-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified - Unemployment - Premium Pay

**Account Number**

76030

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified - Unemployment - Premium Pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$31
<b>Budgeted Expenditures in SFY 2024</b>	\$31
<b>Total Expenditures</b>	<u>\$62</u>

**Status**

Task Force Review

Line Item ID: 484-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified - Medicare - Premium Pay

**Account Number**

76025

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified - Medicare - Premium Pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$450**Budgeted Expenditures in SFY 2024** \$450**Total Expenditures** \$900**Status**

Task Force Review

Line Item ID: 484-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified - Worker's Compensation

**Account Number**

76035

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified - Worker's Compensation - Premium Pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$356**Budgeted Expenditures in SFY 2024** \$356**Total Expenditures** \$712**Status**

Task Force Review

Line Item ID: 484-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified - Premium Pay

**Account Number**

76015

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 484 is requesting \$146,000 for the purpose of providing premium pay, or retention incentive pay, for all district personnel. This will be paid to all employees including our special education staff who are not employed by USD 484. Each employee that qualifies will receive two \$500 payments over the next two years. Payments of \$500 will be for all employees that are employed by the district at the end of the 1st semester of the 22-23 school year. These payments will also be available at the end of the 1st semester of the 23-24 school year. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2022-2023 and 2023-2024 school year in response to academic and social-emotional learning loss due to the COVID-19 pandemic. 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. Certified Staff - 62 & Certified Staff - 84

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$42,000
<b>Budgeted Expenditures in SFY 2024</b>	\$42,000
<b>Total Expenditures</b>	<u>\$84,000</u>

**Status**

Task Force Review

Line Item ID: 484-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified - Social Security - Premium Pay

**Account Number**

76025

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified - Social Security - Premium Pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,604
<b>Budgeted Expenditures in SFY 2024</b>	\$2,604
<b>Total Expenditures</b>	\$5,208

**Status**

Task Force Review

Line Item ID: 484-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified - Unemployment - Premium Pay

**Account Number**

76025

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified - Social Security - Premium Pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$42
<b>Budgeted Expenditures in SFY 2024</b>	\$42
<b>Total Expenditures</b>	\$84

**Status**

Task Force Review

Line Item ID: 484-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified - Medicare - Premium Pay

**Account Number**

76025

**Function Code**

1000 - Instruction

**Object Code**222 - Medicare - Employer's  
Contribution**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified - Medicare - Premium Pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$609
<b>Budgeted Expenditures in SFY 2024</b>	\$609
<b>Total Expenditures</b>	<u>\$1,218</u>

**Status**

Task Force Review

Line Item ID: 484-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Classified - Workers Compensation -  
Premium Pay**Account Number**

76035

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified - Workers Compensation - Premium Pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$483
<b>Budgeted Expenditures in SFY 2024</b>	\$483
<b>Total Expenditures</b>	<u>\$966</u>

**Status**

Task Force Review

Line Item ID: 484-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School - Certified - Wages

**Account Number**

76010

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 484 is requests \$36000 for after school wages to mitigate the COVID learning loss for our elementary students. We run a 3 hour program for two days a week with 60 students. These students are Tier 2 & 3 students identified by Fastbridge data. We keep the student to teacher ratio to 5:1 to allow for enhanced 1-1 instruction for recovery. Currently, 12 teachers are in the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,000
<b>Budgeted Expenditures in SFY 2024</b>	\$18,000
<b>Total Expenditures</b>	\$36,000

**Status**

Task Force Review

Line Item ID: 484-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School - Social Security

**Account Number**

76025

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School - Social Security

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,116
<b>Budgeted Expenditures in SFY 2024</b>	\$1,116
<b>Total Expenditures</b>	\$2,232

**Status**

Task Force Review

Line Item ID: 484-3-0013



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School - Unemployment

**Account Number**

76030

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School - Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$18**Budgeted Expenditures in SFY 2024** \$18**Total Expenditures** \$36**Status**

Task Force Review

Line Item ID: 484-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School - Medicare

**Account Number**

76025

**Function Code**

1000 - Instruction

**Object Code**

222 - Medicare - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School - Medicare

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$261**Budgeted Expenditures in SFY 2024** \$261**Total Expenditures** \$522**Status**

Task Force Review

Line Item ID: 484-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

After School - Workers Compensation

**Account Number**

76035

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School - Workers Compensation

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$207**Budgeted Expenditures in SFY 2024** \$207**Total Expenditures** \$414**Status**

Task Force Review

Line Item ID: 484-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified - Teachers - Wages

**Account Number**

76010

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with large classes in particular. Our local assessment showed that the 3rd & 4th and JH Math classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The three additional teachers that we are paying for with these temporary funds are additional teachers for each one of those classes. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, these two teachers will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and have the need for more intensive intervention.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$135,000
<b>Budgeted Expenditures in SFY 2024</b>	\$135,000
<b>Total Expenditures</b>	<u>\$270,000</u>

**Status**

Task Force Review

Line Item ID: 484-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified - Teachers - Group Insurance

**Account Number**

76020

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified - Teachers - Group Insurance

The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with large classes in particular. Our local assessment showed that the 3rd & 4th and JH Math classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The three additional teachers that we are paying for with these temporary funds are additional teachers for each one of those classes. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, these two teachers will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and have the need for more intensive intervention.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$23,904
<b>Budgeted Expenditures in SFY 2024</b>	\$23,904
<b>Total Expenditures</b>	<u>\$47,808</u>

**Status**

Task Force Review

Line Item ID: 484-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified.- Social Security - Teachers

**Account Number**

76025

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified.- Social Security - Teachers

The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with large classes in particular. Our local assessment showed that the 3rd & 4th and JH Math classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The three additional teachers that we are paying for with these temporary funds are additional teachers for each one of those classes. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, these two teachers will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and have the need for more intensive intervention.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,370
<b>Budgeted Expenditures in SFY 2024</b>	\$8,370
<b>Total Expenditures</b>	<u>\$16,740</u>

**Status**

Task Force Review

Line Item ID: 484-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified - Unemployment - Teachers

**Account Number**

76030

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified - Unemployment - Teachers

The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with large classes in particular. Our local assessment showed that the 3rd & 4th and JH Math classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The three additional teachers that we are paying for with these temporary funds are additional teachers for each one of those classes. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, these two teachers will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and have the need for more intensive intervention.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$135
<b>Budgeted Expenditures in SFY 2024</b>	\$135
<b>Total Expenditures</b>	<u>\$270</u>

**Status**

Task Force Review

Line Item ID: 484-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified - Medicare - Teachers

**Account Number**

76025

**Function Code**

1000 - Instruction

**Object Code**222 - Medicare - Employer's  
Contribution**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified - Medicare - Teachers

The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with large classes in particular. Our local assessment showed that the 3rd & 4th and JH Math classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The three additional teachers that we are paying for with these temporary funds are additional teachers for each one of those classes. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, these two teachers will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and have the need for more intensive intervention.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,958
<b>Budgeted Expenditures in SFY 2024</b>	\$1,958
<b>Total Expenditures</b>	<u>\$3,916</u>

**Status**

Task Force Review

Line Item ID: 484-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified - Workman Comp - Teachers

**Account Number**

76035

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified - Workman Comp - Teachers

The COVID-19 pandemic exposed the need for our schools to have additional staff members allowing us to increase social distancing in the classroom by lower the student/teacher ratio with large classes in particular. Our local assessment showed that the 3rd & 4th and JH Math classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The three additional teachers that we are paying for with these temporary funds are additional teachers for each one of those classes. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students that research has shown have the most difficult time returning to and maintaining grade level. During our MTSS time, these two teachers will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and have the need for more intensive intervention.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,552
<b>Budgeted Expenditures in SFY 2024</b>	\$1,552
<b>Total Expenditures</b>	<u>\$3,104</u>

**Status**

Task Force Review

Line Item ID: 484-3-0022



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified - Aide - Wages

**Account Number**

76015

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The district would like to hire an additional 1.5 elementary school aides to providing reading/math intervention and over support for those classrooms.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$29,932
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$29,932</u>
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**Status**

Task Force Review

Line Item ID: 484-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified - Group Insurance - Aide

**Account Number**

76029

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified - Group Insurance - Aide

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$7,968
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$7,968</u>
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**Status**

Task Force Review

Line Item ID: 484-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified - Social Security - Aide

**Account Number**

76025

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified - Social Security - Aide

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,302**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,302**Status**

Task Force Review

Line Item ID: 484-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified - Unemployment - Aide

**Account Number**

76030

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified - Unemployment - Aide

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$21**Status**

Task Force Review

Line Item ID: 484-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified - Medicare - Aide

**Account Number**

76025

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified - Medicare - Aide

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$304**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$304**Status**

Task Force Review

Line Item ID: 484-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Classified - Workers Compensation - Aide

**Account Number**

76035

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified - Workers compensation - Aide

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$241**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$241**Status**

Task Force Review

Line Item ID: 484-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional Development

**Account Number**

76070

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Development for staff related to use of data to provide better instruction based on the ability to diagnose individual learning needs. This will begin to overcome damage to learning and mental health caused by COVID 19 and interruption to learning. Effective and evidenced based PD ensures that teachers maintain and increase their use of research-based instructional strategies and use of data to inform their Tier 1 instruction and Tiered Interventions and can be responsive to the academic and social- emotional needs of students who continue to suffer from the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,500
<b>Budgeted Expenditures in SFY 2024</b>	\$7,500
<b>Total Expenditures</b>	\$15,000

**Status**

Task Force Review

Line Item ID: 484-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Online Curriculum - Acellus

**Account Number**

76045

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Renewal of Acellus purchased originally with ESSER I funds. Acellus is what USD 484 has used in helping students who need alternatives to in classroom learning due to the void and loss of credits for many students as a result of COVID 19. The listed expenditure for FY23 will be to reimburse USD 484. The listed expenditure for FY24 is for a second extended renewal.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,500
<b>Budgeted Expenditures in SFY 2024</b>	\$10,500
<b>Total Expenditures</b>	\$21,000

**Status**

Task Force Review

Line Item ID: 484-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology

**Account Number**

76050

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase 14 teacher computers to allow to utilize new online materials to address learning loss due to COVID

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,800**Budgeted Expenditures in SFY 2024** \$5,592**Total Expenditures** \$14,392**Status**

Task Force Review

Line Item ID: 484-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology

**Account Number**

76045

**Function Code**

2000 - Support Services

**Object Code**

735 - Technology -Related Software

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PK-8 Learning loss - IXL, Instruction will be done in small groups for students who have been identified as needing Tier 2 or 3 instruction due to learning loss during the pandemic. This resource is listed on the Kansas Approved Best Practices for At-Risk Learning

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$9,270**Total Expenditures** \$9,270**Status**

Task Force Review

Line Item ID: 484-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

HVAC Project - Lincoln

**Account Number**

76065

**Function Code**

4700 - Building Improvements

**Object Code**

453 - Heating and Cooling System Services

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Lincoln Elementary uses only window air conditioners and windows do not open to allow fresh air to enter the classrooms. These VRF systems will allow our staff to regulate fresh air into the building to limit the transmission of COVID 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$580,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$580,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 484-3-0033

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Elementary Window Project

**Account Number**

76060

**Function Code**

4700 - Building Improvements

**Object Code**

430 - Repairs and Maintenance Services

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Lincoln Elementary uses only window air conditioners and windows do not open to allow fresh air to enter the classrooms. This HVAC equipment will allow our staff to regulate fresh air into the building and give us the ability to open the windows to allow addition fresh air into the classrooms.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$95,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$95,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 484-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology - Smartboards

**Account Number**

76050

**Function Code**

1000 - Instruction

**Object Code**

734 - Technology -Related Hardware

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Smartboard- Student engagement is a key factor in student learning. This advantage is even more important in dealing with learning loss from the pandemic. Smartboards and similar products further enhance blended learning environments. We will purchase 6 smart board for the elementary classrooms and then 4 for the JH/HS math classrooms

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,000
<b>Budgeted Expenditures in SFY 2024</b>	\$12,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)



## ESSER III Change 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	214	Ulysses	1,522	64%	\$ 2,452,410	\$ 1,655,500.00	100%	\$ 2,160,732	\$ 2,160,732.00	\$ 505,232	100%	\$ 1,419
2	268	Cheney	765	26%	\$ 478,807	\$ 365,807.00	100%	\$ 478,807	\$ 478,807.00	\$ 113,000	100%	\$ 626
3	290	Ottawa	2,184	52%	\$ 3,527,931	\$ 2,075,000.00	100%	\$ 2,875,000	\$ 2,875,000.00	\$ 800,000	100%	\$ 1,316
4	394	Rose Hill Public Sch	1,493	28%	\$ 1,164,911	\$ 1,004,606.00	100%	\$ 1,150,357	\$ 1,150,357.00	\$ 145,751	100%	\$ 771
5	408	Marion-Florence	463	44%	\$ 606,625	\$ 259,018.00	100%	\$ 366,244	\$ 366,244.00	\$ 107,226	100%	\$ 792
6	419	Canton-Galva	295	39%	\$ 320,917	\$ 320,917.00	100%	\$ 320,917	\$ 320,917.00	\$ -	100%	\$ 1,087
7	432	Victoria	273	30%	\$ 176,977	\$ 117,591.00	100%	\$ 176,977	\$ 176,977.00	\$ 59,386	100%	\$ 649
8	475	Geary County Scho	7,206	50%	\$ 13,748,921	\$ 13,206,198.00	100%	\$ 13,748,921	\$ 13,748,921.00	\$ 542,723	100%	\$ 1,908
9	505	Chetopa-St. Paul	362	60%	\$ 878,992	\$ 860,336.00	100%	\$ 878,992	\$ 878,992.00	\$ 18,656	100%	\$ 2,427
<b>Total</b>			<b>14,563</b>	<b>48%</b>	<b>\$ 23,356,491</b>	<b>\$ 19,864,973</b>	<b>85%</b>	<b>\$ 22,156,947</b>	<b>\$ 22,156,947</b>	<b>\$ 2,291,974</b>	<b>95%</b>	<b>\$ 1,521</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.

# ESSER III APPLICATION FOR D0214

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Ulysses	111 S. Baughman, Ulysses, KS 678802402	111 S. Baughman, Ulysses, KS 678802402
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Corey Burton	cburton@usd214.org	(620) 356-3655

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Corey Burton	Superintendent	cburton@usd214.org	(620) 356-3655

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd214.org/vnews/display.v/ART/62f6cb53b2b39>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 214 worked closely with the Grant County Health Department and the USD 214 district nursing staff to safely operate in-person learning for the past three years. Our goal has been to remain open allowing us to provide quality instruction while keeping the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE, Site Base Councils, and KSDE to ensure that our expenditures align with best practices, help address learning losses, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plant needs.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

A survey was sent to all 6-12 students to gain insight on what they felt should be considered for ESSER fund use. We had good participation with 63.2% of the students responding to the survey. The top areas indicated by the students were:

- Offering additional extracurricular activities (31%)
- Facility upgrades that support student health needs (30%)
- After school tutoring programs (29%)
- Providing additional technology for student use (27%)

These results were compiled and shared with the STUCO leadership via the high school principal at a scheduled meeting. During the meeting, it was further explained what ESSER funds are allowed to be utilized for and how student input is important in the process. The students provided additional feedback and had some great ideas that were shared.

Our plan includes We will be using ESSER III funds to purchase new 6-12 math, K-5 math, 3-12 science, 6-12 HGSS, and 3-12 ELA. We will be using ESSER III funds to purchase Acellus licenses for our 9-12 summer school program, credit recovery, and virtual education opportunities. Lexia, Dreambox, Fastbridge, and Fast Forward will be purchased to address learning loss in the area of math and reading. The district will look to apply ESSER III dollars toward an HVAC upgrade at the grade school to provide a safer learning environment. The district will be using ESSER III funds to train staff in the use of Fastbridge and LETRS. Fastbridge will be used to monitor student learning and assess social and emotional needs. Curriculum from Second Step was purchased for our K-8 students and School Connect was purchased for 9-12 to address students social and emotional needs. ESSER III fund will be utilized to support ACT prep classes.

## **Families**

The ESSER III Funding Survey was sent to all USD 214 Pre-K-12 parents/guardians via our online communication program. The survey was able to be taken online using a laptop, phone, or other online devices. We had 105 parents/guardians responding to the survey. The top ESSER areas indicated by our parents/guardians on the survey were:

- Additional personnel and staff support for academic intervention (58%)
- Expanded social and emotional learning and mental health services (54%)
- After school tutoring programs (49%)
- Additional instructional materials and resources (47%)
- Offering additional extra-curricular activities (47%)

These survey results were shared and discussed by the building principals at their first Site Base Council meetings. These councils are made up of parents, business representatives, community leaders, staff members, and students. Good discussion occurred and other ideas were developed.

These survey results were also shared with the board of education at their regularly scheduled October board meeting. The board and administrative staff discussed the best ways to spend our ESSER dollars.

In addition to purchases outlined under student responses, the district has committed ESSER III dollars to maintain small class sizes at the grade schools. We will consider using ESSER III dollars for incentive pay for staff. The last few years have been challenging and it is important that we maintain our high-quality staff. We will be using ESSER III funds for our summer school programs and our afterschool programs.

## **School and District Administrators including Special Education Administration**

We are a 4A Southwest Kansas school district. We have one superintendent, one assistant superintendent, seven building principals, and to additional leadership staff. We are part of the High Plains Special Education Cooperative which has a lead director who is assisted by three assistant directors. We have weekly meetings to discuss a variety of topics. This past year we have had numerous meetings where we discuss our ESSER II & III plan. The building principals have been very instrumental in identifying the needs within their buildings and we are in solidarity with our plan. Our special education director has been an active voice for those students who have special education needs. The top priorities discussed by the administrative team this year have been:

- Summer learning programs (64%)
- Additional personnel and staff support for academic intervention (55%)
- Facility upgrades that support student health needs (45%)
- After school tutoring programs (45%)
- Additional instructional materials and resources (45%)

In addition to what has been outlined above, the district will be using ESSER III funds to support Reflex Math in our K-5 program. We are contracting with Language and Literacy consultants to develop ELA curriculum, maps, research-based instruction, and ELL instructional strategies. The district will be purchasing language translation devices and other programs to help our ELL student close learning gaps.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The Ulysses School District operates with regularly scheduled Professional Learning Communities. We used this time for building administrators to meet with teachers and school staff regarding our ESSER III plan. The district also uses leadership teams, site councils, PLC's, and Southwest Plains Reginal Service Center to manage curriculum decisions, facilitate the KESA process, and plan in-service activities. The superintendent and principals were able to lead a discussion over ESSER III uses and facilitate a discussion on how best to use our funds with these group. These groups lead to productive conversation and a chance to develop a solid plan for investing our ESSER dollars. Staff was also given a survey to help get data in regards to their input. We had 104 staff members respond to our online survey. The staff survey results indicated:

- Additional personnel and staff support for academic intervention (61%)
- Facility upgrades that support student health needs (57%)
- Additional behavioral support and interventions (55%)
- Additional instructional materials and resources (47%)
- Expanded social and emotional learning and mental health services (45%)

Clarification: We discussed the use of ESSER funds with our teacher's union during the negotiations process. The union asked if the board would consider another round of incentive pay. The board agreed that this was important and it became part of our request.

### **Tribes**

USD 214 has no tribal lands within 50 miles of our district to reach out to. We ran a report from our student information system to see if any of our students/families identify themselves as Native American. We currently have over 700 of our Hispanic population who identify as Native American. This is right at half of our students. With 50% of our students identifying as Native American, our best feedback is our general overall results.

In looking at the overall results from our survey, the following top 5 activities were outlined:

- Facility upgrades that support student health needs (35.3%)
- Offering additional extra-curricular activities (34.2%)
- After school tutoring programs (33.0%)
- Expanded social and emotional learning and mental health services (29.7%)
- Additional instructional materials and resources (27.5%)
- Additional personnel and staff support for academic intervention (25.2%)

Clarification: Of the 679 surveys that were completed only eleven people identified their family as Native American on our survey. This tells me that there is much confusion in how students identify themselves in our enrollment process. These eleven surveys listed the following top priorities:

- Facility upgrades that support student health needs
- After school tutoring programs
- Summer learning programs

These requests are being addressed in our request for ESSER dollars.

### **Civil Rights Organization including Disability Rights Organizations**

The superintendent reached out to those serving in local civil rights organizations. Within our survey of those representing these groups, the results are as follows:

- Offering additional extra-curricular activities (60%)
- Facility upgrades that support student health needs (60%)
- Summer learning programs (40%)
- Offering more teacher professional development to support teacher growth (40%)

Please refer to the activities listed above.

Clarification: The superintendent called the following local civil rights organizations requesting that they complete our online survey. Survey links were sent to each organization:

- Southwest Developmental Services Inc
- LINK, Inc
- Disability Rights Center of Kansas

After a week, only one of these organizations completed a survey. The top three areas from this survey is below:

- Summer learning programs
- After school tutoring programs
- Additional personnel and staff support for academic intervention

These requests are being addressed in our request for ESSER dollars.

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

USD 214 has a fair-sized population of students in each of these categories with the exception of children with disabilities. As outlined above we have had multiple meetings discussing ESSER uses with our special education director, special education teaching staff, migrant director, ELL director, and homeless coordinator. These individuals have served as advocates for these students. In our survey that was sent to all parents/guardians, we asked them to indicate if they associated their children with one of these groups. We had 16 parents return surveys with five marking they had a student with disabilities, 9 indicated they had ESL students, 8 indicated that they had foster students, 6 marked that they had migrant students, 4 indicated that they represented students who were incarcerated, and 6 marking they had a student who were underserved. These 49 folks collectively indicated the following suggestions:

- Additional personnel and staff support for academic interventions (43%)
- Expanded social and emotional learning and mental health services (43%)
- Summer learning programs (41%)
- Purchasing additional supplies to sanitize and clean facilities (41%)
- Facility upgrades that support student health needs (35%)

Please refer to the activities listed above.

Clarification: Of the 679 surveys that were completed only one person identified their family as homeless. This one response listed the following three priorities:

- Summer learning programs
- Additional personnel and staff support for academic interventions
- Additional instructional materials and resources

Each of these requests are being addressed in our request for ESSER dollars.

**Provide the public the opportunity to provide input and take such input into account**

Our survey was sent out to all parents of students in our Pre-K-12 grade programs, all 7-12 students, all staff members, multiple community organizations, and all board members. In total 679 surveys were completed.

Within these survey results the following students were represented:

- Pre-K Early Childhood (26 responses)
- Elementary Students (96 responses)
- Junior High Students (335 responses)
- High School Students (272 responses)
- Not Applicable (58 responses)

In looking at the overall results of our survey, the following top 5 activities were outlined:

- Facility upgrades that support student health needs (35.3%)
- Offering additional extra-curricular activities (34.2%)
- After school tutoring programs (33.0%)
- Expanded social and emotional learning and mental health services (29.7%)
- Additional instructional materials and resources (27.5%)
- Additional personnel and staff support for academic intervention (25.2%)

All this information has been shared with our school board in an open meeting. This information is available online with our board meeting documents.

Clarification: The follow message was emailed throughout the community and posted on our social media accounts:

Greetings USD 214 Students, Staff, Families, and School Community:

Thank you for your continued support of our schools! We are excited to share with you an opportunity to provide some input and feedback on how we identify, prioritize, and invest in our school district through the use of ESSER III funding. The purpose of ESSER III funding is to address the impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. We will submit an application for our ESSER III funds to the Kansas State Department of Education which includes input and engagement from a variety of stakeholders on how best to prioritize use of these funds. Your input will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback by completing the USD 214 – ESSER III Funding Survey. Please click [here](#) to take the survey in English or [here](#) to take the survey in Spanish.

Thank you in advance for your input, participation, and engagement in this process.

USD 214 Superintendent

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**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 214, the student attendance rate fell in the 20-21 school year. The number of students with chronic absenteeism was 28.7% (approximately 400 kids). This means they were absent from both in-person and/or remote learning. In a district with an FTE of 1400, this number was exceedingly high. Learning and instruction are both impacted when absenteeism numbers are this high. Our chronic absenteeism rate in 18-19 and 19-20 was 17.8%.

There was also significant learning loss among our students since COVID-19 started in March of 2020. State assessment results for the past few years have shown an increase in the percentage of students at level 1 with the biggest loss in the area of math. Our overall district math scores for students scoring at level 1 have gone from 41.66% in 18-19 to 47.98% in 20-21. In the area of Students with Disabilities this change is even more drastic. Students with Disabilities scoring at level 1 have gone from 64.15% in 18-19 to 67.18% in 20-21.

We have also seen a drastic increase in the number of students who are failing classes, specifically at the junior and senior high school levels over the past three years. In the 19-20 school year, 16% of 9th graders failed at least one course. Last year, the 20-21 school year, this number grew to 22% of 9th graders who failed at least on course. In the area of math, 3% of 9th graders failed a math course. That number rose in the 20-21 school year to 12%. We have implemented professional development for teachers in the area of state standards, best practices, implemented new interventions, and adopted a new math curriculum resource.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Ulysses high school will again be implementing a summer school program for all students who have fallen behind academically. ESSER III funds will be used to purchase the curriculum and staff for this program. Our junior high and grades schools have implemented summer enrichment programs to help students fill gaps in their learning. Acellus is used to help students recover needed credit hours throughout the year.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will continue to utilize the activities listed above and continue to implement new strategies as needed. As new programs are implemented, the district will add to and revise the request for funds. The district will be taking a closer look of how to implement ESSER III funds to improve fresh air make-up at Hickok Elementary School.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 214 will monitor student learning through the use of Fastbridge, Lexia, FastForWard, Dreambox, state assessments, ACT, student success data, and graduation rates. Fastbrige will also be utilized to monitor students' social and emotional health and Second Step and School Connect will be used to provide social emotional support and education. The district will maintain four full time counselors. The district will continue to work with Compass Behavior Mental Health and Genesis Health Systems to address the needs of our most needed students. We currently looking to partner with Genesis Health Systems to provide an on campus social working to provided needed services.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,452,410	\$0	\$2,452,410	ESSER III Allocations	\$490,482
Approved Total	\$1,655,500	\$0	\$1,655,500	Approved Total	\$427,800
Amount Left	\$796,910	\$0	\$796,910	Amount Still Needed	\$62,682
In Review Total	\$505,232	\$0	\$505,232	In Review Total	\$0
Amount Left	\$291,678	\$0	\$291,678	Amount Still Needed	\$62,682

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
214-3-0027	Direct	False	2500	100	12	\$81,950	Task Force Review
214-3-0028	Direct	False	2100	120	16	\$76,000	Task Force Review
214-3-0029	Direct	False	1000	700	12	\$288,000	Task Force Review
214-3-0030	Direct	False	1000	700	12	\$59,282	Task Force Review
214-3-0001	Direct	False	1000	600	12	\$150,000	Approved
214-3-0002	Direct	False	1000	600	12	\$150,000	Approved
214-3-0003	Direct	False	1000	600	12	\$150,000	Approved
214-3-0004	Direct	False	1000	600	12	\$200,000	Approved
214-3-0005	Direct	False	1000	600	12	\$100,000	Approved
214-3-0006	Direct	False	1000	600	12	\$100,000	Approved
214-3-0007	Direct	True	1000	300	12	\$9,000	Approved
214-3-0008	Direct	False	1000	300	12	\$10,000	Approved
214-3-0009	Direct	True	1000	100	12	\$68,000	Approved
214-3-0010	Direct	True	1000	100	12	\$55,000	Approved
214-3-0011	Direct	True	1000	100	12	\$17,600	Approved
214-3-0012	Direct	True	1000	300	12	\$24,000	Approved
214-3-0013	Direct	True	1000	300	12	\$81,200	Approved
214-3-0014	Direct	True	1000	300	12	\$66,000	Approved
214-3-0015	Direct	False	1000	100	12	\$110,000	Approved
214-3-0016	Direct	True	1000	300	12	\$42,000	Approved
214-3-0017	Direct	False	1000	300	12	\$4,000	Approved
214-3-0018	Direct	False	1000	300	3	\$19,100	Approved
214-3-0019	Direct	False	1000	600	12	\$10,000	Approved
214-3-0020	Direct	False	1000	700	13	\$25,000	Approved
214-3-0021	Direct	False	1000	100	11B	\$20,000	Approved
214-3-0022	Direct	False	1000	100	11A	\$10,000	Approved
214-3-0023	Direct	True	1000	100	11A	\$39,000	Approved
214-3-0024	Direct	True	1000	300	12	\$26,000	Approved
214-3-0025	Direct	False	1000	300	16	\$5,600	Approved
214-3-0026	Direct	False	1000	100	16	\$164,000	Approved

# Line Item Details

Line Item ID: 214-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

2500 - Central Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"NEW" 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 related circumstances.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,150
<b>Budgeted Expenditures in SFY 2024</b>	\$65,800
<b>Total Expenditures</b>	\$81,950

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 214-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"NEW" Pay for hiring one additional school nurse due to needs created by Covid related duties.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$26,000**Budgeted Expenditures in SFY 2024** \$50,000**Total Expenditures** \$76,000**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 214-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"NEW" iPads and Chromebooks for students K-12. Covid exposed a huge digital divide in our district. These devices level the playing field and allow students in need to continue to participate in school even when quarantined due to Covid. Note: We will be purchasing the following: 22-23 (185) Lenovo 500e 2nd Gen Student Chromebooks - 23-24 (309) I-Pads (specific model will be selected next year with bids.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$69,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$219,000
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<b>Total Expenditures</b>	<u>\$288,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line

Line Item ID: 214-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"NEW" USD 214 will use ESSER III funds to provide staff with educational technology that aids regular and substantive educational interactions between students and their teacher. This will include low-income students and children with disability. These interactive technologies will assist in remote or hybrid learning due to the pandemic. Note: We will be making the following purchases in the listed years: 22-23 (12) Promethean ActivePanel Nickel 75" Board with BalanceBox 400 Mobile Stands - 23-24 (10) Promethean ActivePanel Nickel 75" Board with BalanceBox 400 Mobile Stands.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$32,482
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<b>Budgeted Expenditures in SFY 2024</b>	\$26,800
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<b>Total Expenditures</b>	\$59,282
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 214-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new K-5 Math Curriculum resource to help us address learning loss that occurred over the past three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$150,000
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<b>Total Expenditures</b>	\$150,000
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**Status**

Approved

Line Item ID: 214-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new 6-12 Math Curriculum resource to help us address learning loss that occurred over the past three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$150,000
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<b>Total Expenditures</b>	\$150,000
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**Status**

Approved

Line Item ID: 214-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new 3-5 ELA Curriculum resource to help us address learning loss that occurred over the past three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$150,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$150,000</u>
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**Status**

Approved

Line Item ID: 214-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new 6-12 ELA Curriculum resource to help us address learning loss that occurred over the past three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$200,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$200,000</u>
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**Status**

Approved

Line Item ID: 214-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new 3-12 Science Curriculum resource to help us address learning loss that occurred over the past three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$100,000</u>
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**Status**

Approved

Line Item ID: 214-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new 6-12 Social Studies Curriculum resource to help us address learning loss that occurred over the past three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$100,000
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<b>Total Expenditures</b>	<u>\$100,000</u>
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**Status**

Approved

Line Item ID: 214-3-0007



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will purchase Fastbridge as a tool to measure and address academic learning and social emotional needs of students created by the COVID pandemic. This will assist us in supporting our students from low-income families, ESL, and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$4,500
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Approved

Line Item ID: 214-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are providing professional development opportunities for staff to effectively use Fastbridge data and interventions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Approved

Line Item ID: 214-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are implementing LETRS at our Pre-K 2 building. We are providing incentive pay for each teacher who completes the training at \$3100 in year one.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$68,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$68,000</u>
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**Status**

Approved

Line Item ID: 214-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are implementing LETRS at our Pre-K 2 building. We are providing incentive pay for each teacher who completes the training at \$3100 in year two.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
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<b>Total Expenditures</b>	<u>\$55,000</u>
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**Status**

Approved

Line Item ID: 214-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be paying for 4 days each year for subs covering for LETRS training.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,800**Budgeted Expenditures in SFY 2024** \$8,800**Total Expenditures** \$17,600**Status**

Approved

Line Item ID: 214-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are utilizing Language and Literacy Consultants, Dr. Suzy Myers and Lorie Winters for ELA, Writing Academic Discourse, and Cross Curriculum Planning professional development K-12.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$24,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$24,000**Status**

Approved

Line Item ID: 214-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing LEXIA as a reading intervention to support academic learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$11,200**Budgeted Expenditures in SFY 2023** \$35,000**Budgeted Expenditures in SFY 2024** \$35,000**Total Expenditures** \$81,200**Status**

Approved

Line Item ID: 214-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing DreamBox to address learning loss in the area of Math K-12.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$33,000**Budgeted Expenditures in SFY 2024** \$33,000**Total Expenditures** \$66,000**Status**

Approved

Line Item ID: 214-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To ensure small class sizes in our PreK-2 building, we will be maintaining seven sections in 1st and 2nd grade. We are currently in a time of declining enrollment. This has put pressure on us to cut teachers and increase class sizes. This will lead to less individual attention given to each student as we address student learning loss. ESSER III funds will ensure that we can keep our current class splits and maintain small classes at our primary grades giving these students more needed one-on-one help.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$55,000**Budgeted Expenditures in SFY 2024** \$55,000**Total Expenditures** \$110,000**Status**

Approved

Line Item ID: 214-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing Fast Forward for literacy intervention.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21,000**Budgeted Expenditures in SFY 2024** \$21,000**Total Expenditures** \$42,000**Status**

Approved

Line Item ID: 214-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be purchasing an ACT Prep program for our 11th and 12th grade students to help assist them with their learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Approved

Line Item ID: 214-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing K-8 Second Step and 9-12 School Connect to address the social and emotional needs of our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,900
<b>Budgeted Expenditures in SFY 2024</b>	\$6,200
<b>Total Expenditures</b>	<u>\$19,100</u>

**Status**

Approved

Line Item ID: 214-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing Timekettle translation earbuds to assist our ESL students in addressing learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,000**Status**

Approved

Line Item ID: 214-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be purchasing new middle school lunch tables to allow for proper social distancing within our lunchroom. Form 9-311-166 has been completed and mailed.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$25,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25,000**Status**

Approved

**Line Item Comment from KSDE**

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 214-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be supporting before and after school extended learning opportunities at multiple buildings. We will be utilizing approximately 5 staff members for approximately 314 hours for after school learning opportunities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	\$20,000

**Status**

Approved

Line Item ID: 214-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be holding summer enrichment opportunities for our K-8 students. We will be using approximately 20 staff for approximately 130 hours with our elementary summer school activities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	\$10,000

**Status**

Approved

Line Item ID: 214-3-0023



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be running summer school for our 6-12 students to assist them in credit recovery due to challenges experienced during Covid and provide enrichment opportunities. We will be utilizing 7 staff members for approximately 284 hours of instruction time. We will be purchasing additional needed equipment and supplies for our summer school programs as well.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$14,000
<b>Total Expenditures</b>	\$39,000

**Status**

Approved

Line Item ID: 214-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be purchasing Acellus to be used as our credit recovery program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,000
<b>Budgeted Expenditures in SFY 2024</b>	\$13,000
<b>Total Expenditures</b>	\$26,000

**Status**

Approved

Line Item ID: 214-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will continue to use Xello to help students, families, and staff manage the Individualized Plans of Study for students.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,800**Budgeted Expenditures in SFY 2024** \$2,800**Total Expenditures** \$5,600**Status**

Approved

Line Item ID: 214-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

49

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has caused hardships and additional responsibilities on all of our employees. Funds will be used to provide a \$750 incentive pay for all full time USD 214 employees. There will be 221 staff members receiving incentive pay on December 19, 2022.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$164,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$164,000**Status**

Approved



# ESSER III APPLICATION FOR D0268

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Cheney	100 W 6th Ave., Cheney, KS 67025	100 W 6th Ave., Cheney, KS 67025
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
David Grover	dgrover@usd268.org	(316) 542-3512

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Makenzi Logsdon	Board Clerk	mlogsdon@usd268.org	(316) 542-3512

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1459025/Covid\\_Flow\\_\\_7\\_.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1459025/Covid_Flow__7_.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Certainly, the tracking and mitigation of reopening will be used to identify the attendance of students and teachers that may have encountered significant attendance issue due to reopening. In our effort to keep students and staff on site and to reduce positive cases, quarantine and general overall spread, cleaning and sanitizing will diligently continue with significant more supplies purchased and in stock. Appropriate PPE will continue to be provided. Working side by side with SGCO Health, KSDE, our local education service center, and CDC recommendations as well as with neighboring districts, we will follow all guidelines monitored by a multitude of teams. Most importantly, our school nurse team keeps everyone up to day in a timely manner. We provide test to stay and test to play. We track all positives, quarantine and swab daily while reporting numbers to the Board of Education, staff, community and county weekly.

USD 268 has been face to face with instruction since the fall of 2020. While this has certainly been a great challenge due to tracking and quarantining students and staff.

As we embark on a new five year KESA plan, the newly created position of Curriculum Director will be tasked with separating specific scores and standards per individual (through research-based learning loss) to guide our purchase of instructional materials and specific MTSS placements of students and teachers within the schedule. We will also work closely with TASN in this effort beginning in the second semester of 2022-23. As a result, a portion of the funds will be directed toward the funding of the curriculum director position originally approved through ESSER II.

## Stakeholder Engagement

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Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

**Students**

In developing our ESSER Plan, we conducted surveys and hosted focus groups with 6-12 students to determine what they felt were the highest needs as well as strengths and weaknesses of the district before and during the pandemic and how things have changed.

For example; what are the positives, what can the school do better, what are negatives and need improvement, and what is the most important thing the school can do for you.

Results summary include relationships, safe and clean environment, activities and the ability for small school/community to react quickly.

Challenges include mentoring (especially for middle school students), student-drama, and social media.

As we navigate the politics of the pandemic and all parties involved concerned, it is clear students want to be in school and for the most part are willing participants in the safety pandemic mitigation for the sake of all. As time passes, it becomes clear the greatest challenge is having healthy adults to keep school functioning. The importance for online opportunities with school is also necessary.

Like most, as a result, our plan includes online curriculum, individual curriculum needs, updating some curriculum and the technology required. Curriculum alignment brought an overwhelming need for A C & I Director to the surface as well as a drop in our math performance.

We increased our CAP time with students including conversations and surveys gauging concerns as well as expanding implementation of social-emotional strategies and curriculum. An increased lack of student engagement, suffering social skills by some due to isolation, time, a shortage of intervention curriculum and highly trained employees in this area quickly came to the surface.

Student response rate was 65%. When asked broad questions, students replied with a wide range of responses. The majority of responses centered on improving/expanding facilities with the idea of hopes for improving student engagement. While students don't understand the enormity of costs associated with building or remodeling physical spaces, upon further discussion (particularly with the older student population) they did grasp and support the need for a district curriculum director based on dropping scores during and following the time missed from school as well as forced hybrid learning.

In addition, math and ELA remain at the forefront and the need to improve. Thus, the addition of a part time math instructor as well as the ELA curriculum k-12 made sense.

Without question, students supported premium pay discussed in the winter of 2021 for staff and everything they did to go make school happen.

This takes place primarily at the building level utilizing the feedback and perspectives of principals, assistant principals, teachers, counselors, social workers and school psychologists. Having educators in place to supplement the relationships already developed with students provides the district and an effective avenue in understanding the needs and challenges of students.

At our high school, the principal engaged directly with student groups to find out what support had been helpful throughout the pandemic and areas we should look to expand if additional resources were available.

Examples of feedback provided from students:

? Additional Life skills equipment (cooking stove, pots, pans, mixing bowls), laundry, etc...

? Mental Health Resources for depression and anxiety

? Art Therapy

? Additional Clubs

? More Space

? More Technology

? Additional psychologist and or counselors to help with the increase in social/emotional issues

? A coffee shop or other social place within the building for students to hang out and relax with one another

Students had the opportunity to provide feedback in partnership with their parents / guardians via district wide feedback surveys that were sent regarding how to improve and increase extended learning opportunities for all students. Survey feedback information is included throughout the following sections of the narrative.

## **Families**

Families were also surveyed with short interactions seeking feedback for ways to help students as they returned. Families with children in multiple grades and schools struggled the most as time was a severe issue at home as people were also

overwhelmed returning to their own workplace. Families also expressed genuine concern over teacher burnout. Families (parents) also make up the majority of our site council, PALS and Booster Club which allowed for a steady stream of feedback.

The Special Education COOP was instrumental in meeting with our students and families with disabilities and crafting any additions to IEP'S during the pandemic but perhaps most importantly, after re-opening.

Our Ministerial Alliance provided critical information regarding our families within their congregation struggling in any way. It was truly an important link.

Parents always responded that keeping the doors open was the most important thing schools can do for their family.

Given the size of our district and community, our most engaged families were also members of our PALS, Booster clubs, Building and District SITE Council, and even our school staff (dual role of parent and school employee). The response rate was over 80% from these groups but dropped off when given/asked by administrators and teachers to specific sub-groups (classroom, subject area, grade level, etc...). All told, families that chose to engage specifically and understand the academic casualties of the pandemic understood and supported the decisions for premium pay, a curriculum director; part time math instructor and ELA support materials as well as middle school science that were identified.

There have been numerous outreach opportunities between the district and/or building administration and families.

Examples include:

1) Parent group attended by our superintendent for curriculum that met regularly during the 2020-21 school year. This group included practicing doctors, and focused on keeping schools open as safely as possible. This group reviewed area trends regarding Covid-19 cases and other data provided by Sedgwick County.

2) A second parent group was organized to address concerns around remote learning. During the 2020-21 school year approximately less than 5% of district students learned from home, and connected remotely via computer with their teacher. However, many were continued remote learning often due to right CDC and Sedgwick County quarantine guidelines.

3) Building principals continued to meet regularly with their site councils (made up of parents), and passed along pertinent information.

4) Information from the district regarding our focus on remaining safely open for in-person learning was the primary focus early in the pandemic and then our feedback loops shifted to allocation of resources, specifically ESSER III funding. The number one area of support was utilizing resources to make sure we had enough long-term substitute teachers to cover when teachers were out. Number two was extended educational opportunities for students.

5) Another prior to 2022-23, this survey focused on the effectiveness of extended learning opportunities for students and how this area could be enhanced through ESSER III allocations. This was an effort to identify strengths as well as weaknesses in these programs, as well as identify any obstacles keeping students or families from participating in the additional education opportunities. Respondents made it clear they overwhelming needed all students on site.

Survey Response Family Identified Demographics from our Coop :

# of Responses Percentage

Disability 63 13%

ELL 7 1%

Homeless 2 0%

Poverty 8 2%

Foster 4 1%

Migrant 1 0%

Incarcerated 0 0%

Under-served 7 1%

All other 381 81%

Total 473

Examples of Verbatim Family Feedback Regarding Current Extended Learning Opportunities and What Could be Added if Additional Resources Were Available.

? The current programs were fine it would be cool to see them extended a little longer. Examples included enrichment and

elementary summer learning

? Schedule of summer programs conflict with other summer opportunities

? Did not know enough information about summer learning programs

? STEAM for intermediate and middle school students

? I love the programs available

? Summer enrichment: art, music, reading programs and more summer classes available

? I'd like to see more weeks added. The socialization is good for my child, as well as it keeps him from sliding backwards and forgetting things. He does not like to work with us at home and, therefore, having a teacher and other children present gives him more motivation and desire to keep learning.

? College prep or life prep (how to budget, pay bills, write checks, balance checkbooks/bank accounts, how to write resumes, etc) for incoming Juniors and Seniors. They need to know what to expect once they graduate whether they plan to attend college or not

? Programs geared to help further develop the social/ emotional aspect of the child .

? One focused on social/emotional learning and skill development.

? Programs geared specifically towards children with special needs as they are extremely underserved in this area

### **School and District Administrators including Special Education Administration**

In addition to the above-mentioned work with Special Education, the administrative team (including special education) team met every Monday during school closure and continue to do every Monday to discuss COVID protocols and any challenges faced do to it. The counselors and nursing staff were included often as well. The administrative staff and leadership team continued to meet throughout the summer to develop all plans based on all other group's feedback.

Again, given the academic data, each group emphasized the need for a Curriculum Director to identify and initiate committees to identify personnel and curriculum needed to move forward.

The response rate was 100% as the leadership of nine people met for countless hours for months to hone in on how to make the greatest impact for students.

In addition to the meetings listed under the prior outreach section under "Families" the district holds regular - at least monthly - meetings with the administrative team. This includes our Superintendent, Assistant Superintendents and Principals along with departmental directors (Nutrition Services, Transportation and Maintenance departments). Leadership from our Special Education Cooperative (of which Goddard USD 265 is the host district) also attend these meetings. The district also holds a retreat for the administrative team. This provides the leadership team with multiple days of team building and professional development prior to the beginning of each school year.

Finally, the building principals meet as a group; to create and implement operational strategies with an eye towards maximizing spacing of students and limiting interactions across groups of students. This was particularly important during the early stages of the pandemic in the 2020-2021 school year. This has become a smaller emphasis as the pandemic eases.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**



Immediately when schools were closed in the spring of 2020 through reopening, all of the above entities met. Once it was clear we would reopen, all of the above-mentioned groups were invited to attend and assist in developing a safe re-opening plan. Attendance was terrific for multiple days in the summer and presented for discussion and approval by the Board of Education. This eventually transitioned into a constant discussion item by the weekly district leadership team as well as building leadership teams. While the district excels at collaboration and including the voices of many, a positive aspect truly came out with often as high 60% voluntary participation rate among these entities. This has also spurred us to re-engage with the MTSS process being led by TASN.

We have a very open relationship with the teachers and began discussing these issues in early fall of 2021. They had 100% participation and feedback. Only 16 of our 66 certified staff belong to the union so we reached out first to our BLT's and then proceeded to all teachers. They were very instrumental in identifying the needs being used and evolved eventually into premium pay (not just for teachers but all staff). Truly, the bulk of what we are doing came at the behest of teachers and are supported by administration as well as the Board of Education.

Since the original closing of on-site learning in March of 2020 district leaders have worked in partnership with teachers and support staff. From the first meeting focused on creating online learning opportunities for students through the current monthly meetings with teacher leaders regarding ESSER III this partnership has been instrumental in our district providing in-person learning each day since the start of the 2020-21 school year with the exception of 2 days prior to Thanksgiving in 2021.

One area of feedback and questions from staff was the on and off-again discussion across the state and nation about "bonus pay". Beginning with the 2020-21 school year, meetings with teacher representatives from all schools in our district and association leadership have been conducted to review COVID data and review any questions regarding ESSER expenditures and priorities. Through these conversations and presentations our entire staff became more aware of the fact that ESSER allocations were not the same amount per pupil and varied greatly between high and low poverty districts.

Feedback from these monthly meetings, summer retreats, and the district this information events was continuously used as ESSER plans have been implemented. These events were helpful in providing a deeper understanding by these stakeholder groups of the great variance in allocations between districts.

In addition to all the other teacher feedback below is a summary of direct feedback from teachers in response to what the district has already done and future ESSER considerations:

1. Data showing more math instruction needed at the secondary level
2. Middle school science curriculum to meet the standards
3. K-12 ELA curriculum
4. A district curriculum director to lead staff in purchases and implementation due to learning loss
5. Bonus pay either in the form of a "bonus check" or with morale boosters such as providing lunch or other "perks".  
(Premium pay)

USD 268 began immediately responding to the pandemic. The initial response, which has continued throughout, required reaching out to the teacher's union and CTA (Cheney Teacher's Association) president Ashley Oliver. The district invited all certified staff (those belonging to the association as well as those that do not) throughout the process. This has always been our process as membership is 16 of 66 certified employees.

Over 30 staff members consistently attended meetings and offered ideas/plans incorporated by the leadership team on the best use of curriculum, delivery models and methods as well as the best use of funds.

Without question, we worked closely on a plan to award premium pay to those who were with us and adjusted that accordingly through ESSER I, II and particularly III.

As previously stated, we worked closely with our teachers in BLT, DLT but especially in faculty meetings and were able to adjust and shift throughout the pandemic. Ultimately, the need for a curriculum director to identify gaps, expanding our secondary math staff, providing premium pay constantly came to the forefront and then as the data became clear presented by the curriculum director, the need for resources in k-12 ELA was identified. All of this was teacher driven under guidance by the leadership team.

The Board of Education unanimously participated in the process and approved the plan to progress from August of 2021 through December of 2023.

## **Tribes**

Our district has no students identifying as American Indian or Alaskan Native, but all surveys asked for thoughts and feedback regarding programs the district should continue or initiate. The feedback was consistent with the overall trends throughout our district that summer learning was beneficial and parents would like to see this program expanded. In addition, the district researched possible tribes within our school district but found that there are no active tribes within 100 miles of the district's boundaries.

## **Civil Rights Organization including Disability Rights Organizations**

In planning for ESSER III, we reached out and asked a series of questions to city government, chamber of commerce, local business entities, children services, our local churches, KAC, and the Kansas ACLU.

While responses were mixed/varied as each of those entities seemed to be dealing with their own response, many gave opinions on what is going well with our schools, what are potential barriers or restrictions that could be removed, what other experiences could be added. Often times it crystalized around additional supports and services, before and after school programs, summer programs that included enrichment as opposed to just credit recovery and focusing on students with disabilities need for even more support in the pandemic and their learning loss.

From our Coop :

Starting in Summer 2020, the Assistant Superintendent for Human Resources and Student Services created a list and contacted multiple organizations that support and advocate for the civil rights of minority students and families. From this outreach we were able to create committees that examined how to best serve all students.

As discussed throughout this document, in the parent survey sent out in August 2022 we asked parents to identify whether their student identified under certain demographics, for instance is a student with a disability or is an English language learner; additionally, we asked them to identify the race or ethnicity of their student. All parents were surveyed, and our district can review responses by disability or learning/developmental issue, or by race/ethnicity. Overall, the district received over 470 responses. Demographics as provided in survey results.

Survey Response Family Identified Demographics

# of Responses Percentage

Disability 63 13%

ELL 7 1%

Homeless 2 0%

Poverty 8 2%

Foster 4 1%

Migrant 1 0%

Incarcerated 0 0%

Underserved 7 1%

All other 381 81%

Total 473

In addition to family outreach the district identified the following organizations as provided in the ESSER toolkit.

? ACLU-Kansas

? Kansas Human Rights Commission

? Kansas Action for Children

? Disability Rights Center of Kansas

? Kansas NAACP

? Kansas Disability Resources and Advocacy Organization

While not all organizations responded or were able to give specific feedback regarding ESSER allocations some of the most helpful recommendations included:

? Extended learning opportunities (specific focus to early learning)

? Look for ways to support staff and their families

? Take advantage of extended learning opportunities and include breakfast and lunch for students

? Increase technology available to all students

? Invest in professional development for all students (specifically in supporting students with disabilities)

? Additional staffing in the area of special education

? Increase behavioral health supports

This information in conjunction with the feedback provided in the many other settings has been and will continue to be helpful as we plan and allocate resources.

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

While many of the categories have zero student population in our district, the occasional foster student and homeless student may arise. What we did find is an outpouring of support, both emotional and financial for our underserved population came in through the student assistance fund, Chamber of Commerce, City Council and multiple churches. We have a student assistance fund at each of our schools as well as at the District Office. A significant increase in F/R population helped to identify and help those families.

In our formal and informal inquiries with all groups we left room for comments as well as links to email any and all staff or send anonymous information for assistance.

Again, our conclusion for use of the funds was premium pay for staff in May of 2022 totally \$113,000 for staff retention, academically create and fund the position for a Curriculum Director for 2021-22 as approved in ESSER II and continue for 2022-23 and 2023-24 with ESSER III.

In addition, the new curriculum director is working with administrators and instructional coaches on best practice for use of learning loss funds. We hope that this will be enhanced by the data developed with the completion of work with TASN as well.

Since the beginning of the pandemic the district has attempted to identify not just the needs of the subgroups listed in this category, but the individual needs of each student. This started in the spring of 2020 with a focus on food security and technology needs. As a part of the Coop, our district has the opportunity to provide educational programming for a residential care facility to children in the foster care system and in some cases, children who have been incarcerated. During the initial stages of the pandemic, this partnership became more focused on not only providing educational services but making sure the health and safety protocols were in place and appropriate. The delivery model that was requested from the residential organization continued to change throughout the pandemic. The school district made sure, regardless of model preferred, those services were in place and delivered. The educational delivery models varied from fully remote, hybrid, and in-person.

In addition to the partnership described above, other underserved groups of students were identified and provided individual supports. We have no English Learners. Specific to children with disabilities, our special education department reached out individually throughout the pandemic and modified and altered delivery models based on the supports needed and for some students, health related concerns would not allow them to come back to school.

As we developed our ESSER III plan, the feedback and needs of these underserved groups of students helped reinforce the need for the district to continue to invest in additional learning opportunities, specifically opportunities in the summer months to continue to address any learning loss from the pandemic.

In the parent survey sent out in August 2022 we asked parents to identify whether their student identified under certain demographics, for instance is a student with a disability or is an English language learner; additionally we asked them to identify the race or ethnicity of their student.

Survey Response Demographics

**Provide the public the opportunity to provide input and take such input into account**

As highlighted throughout this document the district has utilized many different ways to seek feedback (both formal and informal) focused on how to truly meet the needs of each student.

#### Summary of Formal Opportunities

- Throughout the pandemic, these events were designed to seek and collect feedback.
- Social Media, Newsletters, and Direct Communication from Principals - These traditional means of communication have been helpful throughout the pandemic not only to provide information but also to seek opinions and input. In order to effectively collect and organize this feedback, the district created specialized email accounts for pandemic related feedback.
- PAL's, Site Councils, Board of Education Work sessions, and Parent/Teacher Conferences - These are examples of meetings that have been hosted throughout the pandemic giving our parents and patrons the opportunity to provide feedback in person to supplement the information we received through online resources.

#### Public Feedback Received

#### Survey Response Identified Demographics

# of Responses Percentage

Disability 63 13%

ELL 7 1%

Homeless 2 0%

Poverty 8 2%

Foster 4 1%

Migrant 1 0%

Incarcerated 0 0%

Underserved 7 1%

All other 381 81%

Total 473

#### Examples of Verbatim Feedback Regarding Current Extended Learning Opportunities and What Could be Added if Additional Resources Were Available.

? The current programs were fine it would be cool to see them extended a little longer. My daughter really loved the programs. She was sad when it ended.

? Schedule of summer programs conflict with other summer opportunities

? Did not know enough information about summer learning programs

? I love the programs available

? Summer enrichment: art, music, reading programs and more summer classes available

? I'd like to see more weeks added. The socialization is good for my child, as well as it keeps him from sliding backwards and forgetting things. He does not like to work with us at home and, therefore, having a teacher and other children present gives him more motivation and desire to keep learning.

? College prep or life prep (how to budget, pay bills, write checks, balance checkbooks/bank accounts, how to write resumes, etc) for incoming Juniors and Seniors. They need to know what to expect once they graduate whether they plan to attend college or not

? Perhaps a program geared to help further develop the social/ emotional aspect of the child .

? One focused on social/emotional learning and skill development.

? Programs geared specifically towards children with special needs as they are extremely underserved in this area

? Reading/writing camp for 5-6th graders

## Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

**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 Curriculum Director provides monthly updates to the leadership team and semester updates to the Board of Education regarding results and progress for the aforementioned students.

Site Councils continued to meet, attendance at City Council meeting by school representatives, attendance by school representatives at Chamber of Commerce meetings seeking input as well as attendance at school board meetings increased significantly providing public input. Criteria would change through the process due to these concerns. Most significantly, it was outside sources (often parents) provided specific ways to improve Hybrid teaching for students out due to positive COVID tests or being quarantined.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We found a significant increase in enrollment in our summer school program, we offer a version of elementary "head start" for our youngest who struggled as well as though who may have chosen to sit out and start prek or even kindergarten later than usual. This is a work in progress as we continue to gather data. Math was a glaring decrease and as a result we have purchased Envision curriculum for students and hired a part time secondary math instructor that was approved and funded through ESSER II and we will continue with ESSER III finds through 2023-24. The LEA will reserve not less than 20% for learning loss and the newly Curriculum Director and Instructional Coach are studying the evidence-researched programs for implementation based on committee recommendations before September, 2024

As stated previously, this continues to be a wok in progress as we finish the work with TASN regarding MTSS.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

As previously stated, using ESSER III funds will be exhausted by September of 2024 by continuation of ESSER II approved uses through an added Curriculum Director, part time math instructor, and premium pay to retain staff.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The current freshman class, class of 2026, has had a downward trend in state assessment results and AIMSweb+/FastBridge results. As 7th graders this class only had 21% in the 3 and 4 category for State Assessments in math. As 8th graders this dropped to only 19% in the 3 and 4 category. Compared to the class above them, the class of 2025, who had 41% in the 3 and 4 category as 8th graders. Decreasing our students performing at a higher level by 22%.

In the fall of 2021 this class had 33% of students falling in tier 2 and 3 on the AIMSweb+ test. In the fall of 2022 this class had 42% of students falling into tier 2 and 3 on the FastBridge test. Making that a 9% increase in students that need interventions.

On the PreACT 8/9 this particular class dropped the school average in math from a 18.4 to a 16.5, a decrease of 1.9 points.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$468,097	\$10,710	\$478,807	ESSER III Allocations	\$93,620
Approved Total	\$355,097	\$10,710	\$365,807	Approved Total	\$93,620
Amount Left	\$113,000	\$0	\$113,000	Amount Still Needed	\$0
In Review Total	\$113,000	\$0	\$113,000	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
268-3-0003	Direct	False	1000	110	2	\$113,000	Task Force Review
268-3-0004	Direct	False	1000	644	2	\$177,152	Approved
268-3-0005	Direct	False	1000	100	2	\$53,587	Approved
268-3-0006	True Up	False	1000	644	2	\$10,710	Approved
268-3-0001	Direct	True	1000	110	2	\$93,620	Approved
268-3-0002	Direct	False	1000	110	2	\$30,738	Approved

## Line Item Details

Line Item ID: 268-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Premium Pay

**Account Number**

06-1000-110-012

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Cheney elected to give each employee who started and finished the 21-22 fiscal year with USD 268 premium pay for all the extra work each employee put in due to Covid 19. This was paid to 120 employees - 14 employees were paid \$500.00 and 106 employees were paid \$1,000.00 This was paid on 5/20/2022. Information received from our surveys from the BOE, Administrators, Certified staff, Classified staff, Chamber of Commerce, Site Counsels, parents and Patrons - the common theme among stakeholders were that our staff members went above and beyond their daily duties as well as the need for a Curriculum Director and an additional math teacher. Employees were notified of this in Spring of 2022!!

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$113,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$113,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Staff were notified of this in April 2022

Line Item ID: 268-3-0004



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks

**Account Number**

56-1000-644-400

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

On the 2019 Kansas ELA state assessment the free and reduced lunch subgroup at the high school scoring in level 1 and 2 was 71%. USD268 will address the ELA learning loss due to COVID for our most impacted subgroups through implementing interventions. Due to the wide range of levels in this subgroup, interventions will be implemented in grade levels 3-12. USD268 has identified the following resources as intervention / small group pieces to support the ELA curriculum. Tabletop Mini-lessons for reading and language have targeted support that is connected to the daily whole-group mini lessons and will be assigned based on the individual needs of each student. Rigby Leveled Libraries/Decodable Texts will be implemented to build fundamental reading skills through decodable texts and support activities. Digital Licenses (note: The license expenditures are prorated for the remainder of the ESSER III grant to be extended through May 2025) will be purchased to support students with targeted instruction for students who need additional support and intervention. These programs include, but not limited to:

Amira - Assesses oral reading fluency, screens students at risk for dyslexia and provides one to one tutoring.

Waggle - Personalized practice and instruction to support the skills taught in the classroom.

Writable - Builds independent writers through revision and feedback with scaffold writing practice

- Intro Literature print and 2 year digital subscription (fiscal year 24 and fiscal year 25) totaling \$63,201.95

-Intro Reading print and 2 year digital subscription (fiscal year 24 and fiscal year 25) totaling \$124,659.89

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$177,152

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$177,152

**Status**

Approved

**Line Item Comment from KSDE**

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks

**Account Number**

06-1000-110-010

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Cheney is hired an Interventionist Director. Data shows that since Covid, 6th grade has had 0 gains in reading, 7th grade tier 1 had a 1% gain, and 8th grade gained 5% in their tier 3 learners. Data shows that half of all Cheney's high school students fell below the reading benchmark. The Curriculum Director will align and analyze the data and establish a benchmark system in both reading and math for all high school students falling in tier 2 and tier 3. The director will also create a process for all grades to track progress and keep them on track.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$53,587
<b>Total Expenditures</b>	\$53,587

**Status**

Approved

**Allocation Type**

True Up Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks

**Account Number**

56-1000-644-400

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

On the 2019 Kansas ELA state assessment the free and reduced lunch subgroup at the high school scoring in level 1 and 2 was 71%. USD268 will address the ELA learning loss due to COVID for our most impacted subgroups through implementing interventions. Due to the wide range of levels in this subgroup, interventions will be implemented in grade levels 3-12. USD268 has identified the following resources as intervention / small group pieces to support the ELA curriculum. Tabletop Mini-lessons for reading and language have targeted support that is connected to the daily whole-group mini lessons and will be assigned based on the individual needs of each student. Rigby Leveled Libraries/Decodable Texts will be implemented to build fundamental reading skills through decodable texts and support activities. Digital Licenses (note: The license expenditures are prorated for the remainder of the ESSER III grant to be extended through May 2025) will be purchased to support students with targeted instruction for students who need additional support and intervention. These programs include, but not limited to:

Amira - Assesses oral reading fluency, screens students at risk for dyslexia and provides one to one tutoring.

Waggle - Personalized practice and instruction to support the skills taught in the classroom.

Writable - Builds independent writers through revision and feedback with scaffold writing practice

- Intro Literature print and 2 year digital subscription (fiscal year 24 and fiscal year 25) totaling \$63,201.95

-Intro Reading print and 2 year digital subscription (fiscal year 24 and fiscal year 25) totaling \$124,659.89

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,710
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,710</u>

**Status**

Approved

Line Item ID: 268-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salary

**Account Number**

06-1000-110-010

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Per the advice of Jean Rush - Cheney has elected to move this line item to Learning loss.

Cheney is hired an Interventionist Director. Data shows that since Covid, 6th grade has had 0 gains in reading, 7th grade tier 1 had a 1% gain, and 8th grade gained 5% in their tier 3 learners. Data shows that half of all Cheney's high school students fell below the reading benchmark. The Curriculum Director will align and analyze the data and establish a benchmark system in both reading and math for all high school students falling in tier 2 and tier 3. The director will also create a process for all grades to track progress and keep them on track.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$72,207
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<b>Budgeted Expenditures in SFY 2024</b>	\$21,413
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<b>Total Expenditures</b>	\$93,620
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**Status**

Approved

Line Item ID: 268-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salary

**Account Number**

06-1000-110-010

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Cheney hired a part time math teacher to help assist students failing or falling behind in math tiers due to shutting down from Covid, quarantining.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$30,738
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<b>Total Expenditures</b>	\$30,738
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**Status**

Approved



# ESSER III APPLICATION FOR D0290

Status  
Approved

## KSDE Application Comments

Stakeholder Engagement Feedback-

For Student subgroups - To what extent did you reach out to these groups outside of the district's staff? Please be specific.

Please be sure to save the comments for the stakeholder narratives.

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Ottawa	1404 S Ash St, Ottawa, KS 660672223	1404 S Ash, Ottawa, KS 660672223
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Ryan Cobbs	cobbsr@usd290.org	(785) 229-8010

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Ryan Cobbs	Superintendent	cobbsr@usd290.org	(785) 229-8010
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Tracey Moerer		moerert@usd290.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1575074/District\\_Plan\\_for\\_Safe\\_Return\\_to\\_In-Person\\_Instruction\\_and\\_Continuity\\_of\\_Services\\_\\_3\\_.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1575074/District_Plan_for_Safe_Return_to_In-Person_Instruction_and_Continuity_of_Services__3_.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

To this point we have put into place a plan that has significantly limited our exposure and transmission of the COVID 19 virus at a minimal expense in terms of new ESSER Funds. We were able to utilize SPARKS funds and ESSER I funds to purchase cleaning supplies and equipment to address how we minimize our exposure and are now able to continue those processes without a great deal of issue. Furthermore, we have utilized KDHE grants to address testing protocols that have allowed us to provide additional staffing to address our COVID needs providing the opportunity for USD 290 to utilize its ESSER III Funds to address student learning loss.

Currently the process used within USD 290 creates hourly hand sanitization for every student and staff member. At the

elementary levels this takes place within a scheduled regimen, at the secondary level it takes place prior to each transition period. The students will also disinfect their desks and stations regularly. Again, at the elementary level this takes place in tandem with their hand sanitization. At the secondary level this process coincides with their transition of classes as well.

Our staff is very cognizant of grouping students and have done everything that they can to keep students at least three feet apart. However, we also know that our best learning at times takes place in groups and therefore we have continued to do so when needed and have kept track of who is in groups and how they maneuver through the classroom to ensure that we can contact trace if needed.

Currently lunch continues to be provided in large communal spaces, however, we have not yet gone back to a buffet style lunch system. Our food service staff pre-package all meals to ensure that there is no possibility of cross contamination or virus transmission of students through the lunch line.

The district continues to offer masks and hand sanitizer for all students who either ask for them or are incapable of providing them on their own. Our county has done a tremendous job of providing these resources for our county schools as we currently have pallets of hand sanitizer and masks that have been provided to our district at no cost, leaving our ESSER III funds to be utilized solely for learning loss.

USD 290 also has a high level of cleaning protocol throughout each of our district buildings. The district utilized SPARKS dollars to purchase Clorox 360 machines for each building and utilized them to do a thorough disinfecting of each building weekly. Each building will also disinfect any classroom that has had some sort of exposure or positive test immediately to address any additional concerns of transmission.

Many of our staff have been trained in contact tracing and work closely with the Franklin County Health Department to monitor the transmission of the COVID 19 virus throughout our schools and the community. Because of this partnership we are able to better determine who was exposed and their level of exposure. We also communicate that with the family so that they can be sure that they understand what is occurring and monitor their students and families for symptoms. We also help communicate the quarantine protocols from the County Health Department. Although we do not make that determination, we have taken on the responsibility of communicating it to ensure that our parents are informed and reduce the level of frustration that occurs with this process.

We also have a masking policy that currently provides the option for students and staff to choose whether they need to wear a mask or not. However, should the number of positive cases within a week reach a 3% threshold of a building student population, that building will go back into the mask mandate for the following week. Our transportation system requires the wearing of masks for any person riding on a bus or in a school vehicle that is carrying more than 1 person.

We have also implemented a testing protocol in 2 phases. The first is used as a diagnostic screener and predominantly provided by our nursing staff. This process occurs when students are expressing symptoms and parents choose to allow their child to be screened by our nursing staff. If the test is positive our students are then referred on to the Franklin County Health Department for further testing to validate the screener test. The second phase was a test to stay in school process intended to limit quarantine. In this phase if students are identified as close contacts they are able to stay in school as long as they agree to a 7 day testing period in which they remain negative on the screener assessment. If there is a positive, they are referred onto the FCHD for further testing.

These processes have helped us limit the number of positive cases and the levels of quarantine needed for our students to the point that we have never had a school shutdown, nor have we had a time when our students have not been able to attend classes in person.

Each of the systems and processes identified above are already in place and accounted for monetarily. There should not be a vast use of ESSER III dollars to continue any of these programs, however, should the partnerships throughout our community collapse and the need to continue these mitigation strategies be needed well into the future we would update our grant application to account for such changes.

## **Stakeholder Engagement**

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

The high school principal and I meet with our students monthly to discuss a number of issues facing our students. This pandemic has been a distinct portion of that conversation. During those meetings students help us identify their needs, areas of concern, what they feel may be beneficial, how class size is impacting them, the positives and negatives of remote learning through google classroom, after school intervention, in school intervention, resources, etc. etc. They also discuss with us the social and emotional toll that this has taken upon them such as the loss of milestone events in their lives, including prom, graduation, band, and choir concerts, etc. etc. In terms of outcomes students would like to see interventions continue, they would like to see after school options continue, and they appreciate the increased social/emotional efforts put in place by the school. Specifically, they would like us to address the BoysTown approach we have in our lower levels dealing with positive praise. Finding a way to feel that they are doing well, beyond award recognition, but in day to day activities and conversation was incredibly important to them.

Throughout our district our staff, including our counselors and social workers, routinely meet with individual students and groups of students to discuss their progress and goals, their needs, and their achievements. In doing so, specific feedback from those students and groups are utilized by our administrative staff to determine which programming is best to put in place, what resources we have available and which might be needed, as well as determining the effectiveness of what is currently in place.

USD 290 will continue to meet with students monthly to gather feedback and insight as to their needs.

Continued Clarification from Disadvantaged Students: Case managers from Elizabeth Layton Center who represent a multitude of our disadvantaged students meet with USD 290 monthly, specifically Chrissy Robinson in most cases.

Lastly, representatives from TFI, DCF, the Franklin County Attorney's office, Cornerstones of Care, Elizabeth Layton Center, Willow Domestic Violence, and ECKAN, Life Care Center, and The Franklin County Juvenile Detention Center have set up a monthly meeting to discuss our disadvantaged students throughout the county.

USD 290 also hosts a monthly meeting with the Franklin County Children's Coalition along with the Early Childhood Coalition to address the learning needs of our birth to pre-k student population.

Clarification 3: USD 290 meets monthly with different groups of students to discuss their particular needs. During these meetings the opportunity to use ESSER funds is addressed. To this point our students have identified after school activities and summer programming that extends beyond summer school as their needs. Both of which are addressed in the ESSER III plan. We will continue to meet with students monthly.

## Families



USD 290 has engaged families in a number of different capacities. We have done so through questionnaires, as well as through building and district level site councils. We also utilize social media platforms in a number of ways as well as our local radio station KOFO to put information out while providing access to us for questions and comments. We also meet with our local civic groups that have many of our parents involved with them as well. During the survey we asked parents to suggest their level of importance in how our ESSER funds were utilized including summer school, after school tutoring sessions, targeted small group instruction during the school day, summer enrichment in fine arts, computer technology, athletic camps, etc., improved connectivity to make technology and software available for home use, provisions for behavioral supports to campuses, use of funding to extend current programs, provisions, or interventions for an additional year or two, and the use of funds to retain staff. The survey also provided the option for opening ended questions as to what families think their students' top needs are as well as what priorities they recommend in addressing learning loss. The outcomes of that survey were to focus on summer enrichment including the fine arts, computer technology, camps, etc., provide additional support for academic intervention, and to expend funds to retain staff. The open-ended questions provided similar results. The conversations with families during site councils, again, provided similar results. Furthermore, some of our parents have chosen to utilize the public forum of our board meetings to express their ideas, concerns, etc. with our board and engage in conversation with them about improving our student achievement through this pandemic. ESSER funds have been discussed in this forum multiple times with dialogue routinely going to and from the board to those wishing to engage in that conversation.

USD 290 will continue to communicate with families via newsletters, in person events, surveys, radio and newspaper spots, social media, and through board meetings to gather their feedback and insights.

Clarification 3: USD meets monthly with parents during building SITE councils. During those meetings the needs of students are discussed as well as the opportunity to address those needs with ESSER funds. We also have sent out a survey to all parents and will continue to do so each year as we address the changing needs of our student population. The determination of that survey and discussions with parents is similar to what we have identified already including intervention, summer programming, small group instruction, and retention incentives to keep good staff. Each of these items is addressed within our ESSER III plan.

### **School and District Administrators including Special Education Administration**

USD 290 engages our administrative team, including our special education team every other week through administrator meetings. We also have daily conversations with our administrators regarding the needs of their students, processes in place, and how we best meet the demands of our population. ESSER funds are a consistent part of that conversation as we engage in dialogue regarding what the gaps in our learning are, how we address those needs, what additional supports might we need to put in place, and how we might be able to use our ESSER funds to address those issues.

Our admin staff was also provided the survey that we gave to all staff and parents suggesting their level of importance in how our ESSER funds were utilized. As stated previously, the survey provided the option for open ended questions as to what we believe our students' top needs are as well as what priorities they recommend in addressing their learning loss. As with the response we received from parents and staff, our administrators are most concerned with ensuring that we can overcome learning loss, ensuring that we have sound practices and fundamental instruction in place in our core as well as strong intervention tied to individual needs, and the retention of staff.

USD 290 will continue to communicate with our administrative staff daily and weekly via in person meetings to discuss the ongoing needs of our student and staff population.

Clarification 3: USD 290 meets every other week as an administrative team. In discussion of ESSER they have identified the need for retention incentives, summer programming, and intervention as their greatest need. Each of which is identified in the ESSER III plan. We will continue to meet with them every other week and discuss our ESSER III plan and any additional needs that may arise.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

USD 290 has engaged staff in a number of different capacities. We have done so through questionnaires, as well as through building level leadership teams and professional learning communities. Through the same survey provided to administrators and parents we also asked teachers to suggest their level of importance in how our ESSER funds were utilized through a rating scale of pre identified options as well as several open-ended questions as to what they think their students' top needs are as well as what priorities to they recommend in addressing learning loss. The outcomes of that survey showed a desire of staff to ensure that we retain quality teachers given the impending shortage, as well as providing behavioral support to them and our students as we have seen increases in student issues throughout the year. Most of the learning loss pieces of the survey came in near identical to one another in terms of need including small group learning, summer school provision, and strong intervention programs, however, these came in below addressing teacher retention and student behavior.

Through the BLT's and the PLC's our staff have discussed and continued to develop plans that address learning loss including after school intervention programs, in school intervention programs, addressing social/emotional concerns, and targeted small groups from both an academic and a social/emotional need. Our teachers, staff, principals, members of the union, etc. are engaged in these conversations weekly through our PLC's and our feedback loop. Through this process each staff member has access to their principal and the superintendent, as well as the superintendent and principals have access to each staff member. We have had multiple conversations through this process about what students need, what gaps in their learning exist, how we can address those needs, and if we would need to utilize ESSER funds to be able to accomplish those tasks and goals.

USD 290 will continue to meet with our staff weekly through BLT's as well as through other means of communication including surveys, newsletters, social media etc. to gain their knowledge and feedback.

Clarification 3: USD 290 meets every other week with our staff during BLT. In those discussions ESSER funds are discussed and our staff have identified the need for retention incentives, summer programming, and intervention as their greatest need. Each of which is identified in the ESSER III plan. We will continue to meet with them every other week and discuss our ESSER III plan and any additional needs that may arise. The information from BLT is then processed through the entire staff during PLC's. Their feedback is then brought back to the BLT, and then back to admin meetings for a full feedback loop. Subsequently, every staff member has a voice. We also provided a survey to staff which identified the same areas of need. We will provide those surveys annually as well.

## **Tribes**

Ottawa has a history of Native American tribes in our area. However, those tribal nations seem to no longer exist in an organized capacity. I worked with the Franklin County Clerk to determine who I might be in contact with to gain access to those organizations. She indicated that the County was not aware of any organized tribal nations still in existence in our area. Subsequently, we were unable to reach them specifically.

That does not mean that the voice of our native american students was not heard nor provided for. A survey was sent out specific to those identified in our SMS as native american. This included about 20 parents of 35 students. Through that questionnaire it identified that the plans that we have in place and continue to explore are in line with the needs they identified including additional support in small group intervention, more robust summer programming, additional after school programming and help, behavioral support, and the retention of our staff. One item that did come up in these conversations that did not exist in the others was a strong desire to provide greater internet connectivity. We will continue to work with our city and the state to secure broadband access to all students.

We also have been utilizing small groups with our counselors, social workers, and administrators to address our native american's thoughts on goals and needs, programs currently in place and what is working, as well as what they may like to see that would help them find success and close the achievement gap. These types of conversations take place daily across our district and come back to us via the administrative team at our bi-weekly meetings. From there, we address a plan for implementation if needed, and how we best ensure that we meet the needs of those students.

USD 290 will continue to communicate with families of our native americans via newsletters, in person events, surveys, radio and newspaper spots, social media, and through board meetings to gather their feedback and insights.

Clarification 3: USD 290 sent out a survey to all of our tribal families. The rate of return was poor, however, it did indicate that which we saw with families overall including small group instruction, intervention, summer programming, and staff retention incentives. We will continue engage this population in discussion via our staff, as well as annual surveys.

## **Civil Rights Organization including Disability Rights Organizations**

We do not have a large volume of special populations in our community and therefore we do not see a large number of civil rights organizations outwardly in our area. I did reach out to Franklin County administrators to determine if there were indeed persons

we could be in contact with to address such organizations. They confirmed that there were not any active civil rights groups in Ottawa, and the closest we would come to them would be through Lawrence and Douglas County.

I did reach out to 2 local groups here in Ottawa that work with our disadvantaged population: United Way of Franklin County and the East Central Kansas Economic Opportunity Corporation. Both groups had great ideas and felt that those processes currently in place with ESSER II funds should continue into ESSER III including after school programs, summer school programs - specific to experiential learning, academic intervention, small class sizes and small academic grouping, addressing behavioral and social/emotional needs, developing a mentor program, as well as ensuring that we can retain our staff appropriately.

They also discussed with us the opportunity to utilize dollars to address personal needs of students including car packages, school supplies, clothing vouchers, shoes, college visit costs, ACT costs, and mental health needs. They both also identified communication as an area that we can improve upon, although they did not identify how we could impact that with ESSER funds.

We do have a program specific to our persons with disabilities and our Special Education Director is a member of the local accessibility advisory board. During his time there they have discussed our schools and the best use of our funding mechanisms. In each instance they have felt that our plan to increase specified intervention, bolster the core curriculum, provide additional programs both after school and in the summer, as well as the retention of our staff are important issues.

Furthermore, the survey that we sent out to parents was available to all of our special populations with their results being tabulated with all parents. Again, the data showed that there is support for the plan that is in place.

We will continue to engage all of these groups in conversation regularly including our continued participation on their respective advisory boards, surveys, in person meetings, social media, and other relevant forms of communication.

Clarification 3: For our underprivileged students we meet regularly with Crystal Anderson at ECKAN and Leigh Hanson at United Way. These agencies provide services for our students from low-income families, those that are homeless, and migrant families. These discussions address needs and concerns regularly and how USD 290 can impact not only their academic growth, but also their familial growth especially during this pandemic. I met with Crystal and Leigh individually to discuss ESSER funds. They identified summer programming and after school programming as their greatest concerns as well as intervention strategies. They were excited to know that all 3 of those areas were covered within the plan. I meet with Crystal monthly and Leigh biannually. During each of those meetings we continue to discuss ESSER funds and how we can best utilize them to help our student population succeed.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We had a meeting with stakeholders from our students with disabilities population which included our special education director, our special education coordinator and our school psychologists, stakeholders from our ELL population which included our ELL coordinators, stakeholders from our homeless, foster, and migrant populations which included our social workers and counseling staff. Each of these groups impact one another and each were given the opportunity to provide their insights as to how we best utilize the resources we have through ESSER to meet the ongoing needs of our student populations.

This group as a whole indicated that our students were somewhat ahead of the game because we have been able to remain educating in person throughout this pandemic, with the exception of the initial 7 week school closure. That is not to say that we do not have areas in which we can identify for improvement. They did indicate that the current processes in place were a great first step including additional technology for all students, improved programming including digital programming for intervention, improved instructional resources, additional support through our MTSS program specifically identified for areas of need, improved summer programs, improved after school programs, etc. etc.

In terms of addressing additional needs, each group indicated a need to address learning loss over the summer months.

They further elaborated that these opportunities need to be experiential in nature, tied to their academic, but not necessarily just classroom seat time. Specifically for students with disabilities and our language learners, opportunities that allow students to continue to have structured environments specific to their what their learning goals would be.

They further identified the need for social groups for our foster, migrant, and homeless students to ensure that they have the opportunity to continue their social/emotional programs over the summer. These students are more susceptible to slides in their overall mental health as the supports around them wax and wane. Therefore, in order to ensure that the supportive programming implemented to ensure that students are safe and secure allowing for high levels of learning continues beyond the school calendar, a suggested summer program specific toward social/emotional stability was a part of the discussion.

Lastly, I met with the community corrections advisory group that oversees the juvenile justice in Ottawa and Franklin County, which also includes the director of the Franklin County Juvenile Detention Center. In our conversation there seemed to be consensus again that the programming that we have put in place for all students will be extremely beneficial for all students including those that are incarcerated. They did further identify that as COVID restrictions continue to open up that the instructor that was in place at the JDC would be their greatest request. This staff member had been transferred because the housing unit there was not accepting out of county students and therefore there typically less than 2 students incarcerated at any time and services were being provided to them in different ways. Now that there is an increase in population being served through Day School, Ottawa incarcerations, and students being housed from other counties in our JDC, that staff member has been reassigned and will provide full time in person instruction for those students once again.

We will continue to meet with each of these groups monthly to gain their insight and opinion as to the needs of our community and students.

Clarification 3: USD 290 meets quarterly with Community Corrections and The Franklin County Juvenile Detention Center, specifically with Dustin Browning and Ken Halliburton. Again, when the needs of individual students arise, we have an open line of communication back and forth. USD 290 meets monthly with Crystal Anderson at ECKAN in which we discuss a multitude of things. We also have scheduled meetings 2 times a year to ensure that we have programming for our students as they enter school and again for programming over the summer. USD 290 meets with United Way and Leigh Hanson 2 times a year in the same capacity as we meet with ECKAN. There is also open communication between the entities as the need arises as well. Case managers from Elizabeth Layton Center who represent a multitude of our disadvantaged students meet with USD 290 monthly, specifically Chrissy Robinson in most cases.

Lastly, representatives from TFI, DCF, the Franklin County Attorney's office, Cornerstones of Care, Elizabeth Layton Center, Willow Domestic Violence, and ECKAN, Life Care Center, and The Franklin County Juvenile Detention Center have set up a monthly meeting to discuss our disadvantaged students throughout the county.

USD 290 also hosts a monthly meeting with the Franklin County Children's Coalition along with the Early Childhood Coalition to address the learning needs of our birth to pre-k student population.

In each of these meetings we discuss the ability to use ESSER funds. ECKAN, ELC, and United way have identified summer programming, intervention, and after school programming as their greatest concerns. Each have been addressed in the ESSER III plan. The other entities including the juvenile detention center, community corrections, willow, etc. have indicated that they are not really in the know about what our students need, however, they have indicated that they trust the schools in making those decisions. We have provided them our plan and they have indicated that they agree with those measures. At each of our meetings we continue to address the needs of our students with them and how ESSER funds might be used to provide support.

**Provide the public the opportunity to provide input and take such input into account**

USD 290 has provided several opportunities for our community to be involved in this conversation. As stated in several responses above our parents were able to respond to a survey provided by the district to address their concerns with learning loss. Our families make up about 40% of our overall community and subsequently their responses are a fairly decent indicator of how the rest of the community feels as approximately another 30% of our community is tied to that school group as either grandparents, aunts/uncles, etc.

We also provide opportunities for our community to be a part of this conversation through the district's participation in civic organizations. Most notably the local Rotary group and the Optimists have had us work with them to explain what is happening in our schools, specifically with COVID, how they might help, and what our next steps are. These groups are great about providing their insight and opinion and well as providing additional resources to help meet those goals.

Each of our buildings and the district has SITE councils that we work with. We recently met with the district level site council to discuss ESSER funds and how we might utilize them to meet our students' needs. They were very adamant that we continue to address the social/emotional needs of our students, wanted to make sure that we continue to provide targeted intervention for those students who have lost instructional time, and that we retain our staff as best as possible in the current workforce climate.

Ottawa has a local radio station that has become the source of news information with the decimation of our local newspaper. Each of our administrators do a morning spot on the radio station and provide insight into what is happening within our schools. I talk about ESSER and learning during nearly every spot on Tuesday mornings. The station provides questions to be asked and takes calls from the public throughout the day and provides the opportunity for me to address those topics. It is truly a great format for getting information and disseminating information.

USD 290 also participates in a monthly meeting of elected officials which includes the 5 Ottawa City Commissioners, the 5 Franklin County Commissioners, the administrators associated with each entity, the Ottawa Chamber of Commerce, and the Franklin County Economic Development Council, as well as the members of the USD 290 Board of Education and administrative staff. During this meeting we not only discuss the use of ESSER funds, but other dollars that are being utilized during this pandemic including ARP funds and SPARK funds. Together, we discuss the needs of our community and the roles that each of us play in ensuring that we continue to provide for our constituents during this pandemic. These meetings are, in part, why our district has been provided face masks, sanitizer, etc. at no additional cost to USD 290 as the group developed a plan to purchase those items in other capacities. In having discussions about the best way to provide for our students, this group mentioned their participation in the survey that went out and felt that the direction the district is heading in responding to our students needs is right on track. We continue to have these conversations monthly moving forward.

We also have patrons come to board meetings and use their time during public comment to engage the board in their thoughts and ideas as to how we should address learning loss and the ESSER funds that we have available.

USD 290 will continue to communicate with our stakeholders via newsletters, in person events, surveys, radio and newspaper spots, social media, and through board meetings to gather their feedback and insights.

Clarification 3: The public is updated on ESSER at multiple meetings and events including radio shows, city/county/USD meetings, civic groups including Rotary and Optimist clubs, the Ottawa Recreation Commission etc. USD 290 has daily spots via KOFO in which we consistently address ESSER. Patrons know that they can call in and ask questions etc. Monthly meetings exist with city commissioners, county commissioners, and members of the Chamber, Development Council, and ORC. The ESSER plan has been discussed with these groups as well. We have presented the plan to both the Rotary Club and Optimist Clubs. In each instance with all of these groups, they have approved of the use of ESSER funds to address summer programming, after school programming, intervention, and teacher retention incentives. These meetings will continue in their scheduled courses and we will always address student issues with them and the availability of ESSER funds to meet our needs.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

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**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 us such that this year's 8th graders have not had a normal year of school since they were in the 5th grade. In Ottawa the impact of this has shown itself in many ways including cost impact, social emotional duress, learning, staff retention, and the overall morale of our systems. We do have special populations, however, there has not seemed to be a disproportionate impact that our data can see, other than an increase in the overall population of these students.

**Cost Impact:** The cost impact to our district has not been one that has put USD 290 in a difficult situation. Because of our incredible partnership with Franklin County we received a large sum of SPARKS funds that we were able to couple with our ESSER 1 dollars to ensure that we have proper disinfectant materials and strategies, that we had the appropriate safety measures in place including dividers, water bottle fillers instead of fountains, etc. etc. After initial purchases of hand sanitizer and masks, the County and City then provided those items for us so that we could utilize our ESSER 2 and 3 dollars to address learning loss and not the managerial needs of COVID. Because of this and our mitigation plan, our district has not lost a single day to in person student learning because of COVID, with the exception of the initial 7-week shutdown in March of 2020.

With that being said, the cost impact to overcome the other issues that we need to address including social/emotional, learning loss, etc. is substantial considering the additional work and personnel it will take to overcome those needs.

**Learning Loss:** In terms of our assessment data our scores have actually improved since the beginning of the pandemic in all of our major measuring sticks. Graduation rates went over 90% for the first time in the history of Ottawa High School in 2020 and remained close to that in 2021. Decisions related to curriculum, instruction, the MTSS process and professional development needs are made using a variety of data: ACT, KAP state assessments, NWEA MAP reading and math, FastBridge reading and math, and myIGDIs for preschool.

The Spring 2021 data indicated:

**ACT:** All junior students participated in the free ACT sponsored by the State. The mean scores indicate our students' strength to be in reading followed by science/STEM and then Math with English posing the most challenges. With this data, ACT preparatory classes have been added as electives in addition to an ACT Bootcamp opportunity for students. An ACT Consultant has provided professional development for teachers to connect ACT skills to their content areas.

**KAP:** Kansas State Assessment Spring '21 data showed that our 3rd, 4th and 7th grade students were scoring at or above the state average in math, 3rd grade scoring above the state average in reading and 8th grade scoring above the state average in Science. The trend data from the past 5 years indicated progress in almost every grade level. With this data, all grades 3-8 are using the interim assessments and mini-tests to offer students practice with the question types on the state assessments. Curriculum and instruction is also presented in standards-based classrooms.

**NWEA MAP Math and Reading:** The fall to spring growth from the 2020-2021 school year indicated growth; however, the percentage of students in the average and above categories is still in the 50-78% range rather than in the 70-80% range. The fall 2021 data indicates that our students in first grade and fourth-eleventh grades are beginning on target with the norm, but the second and third grade students saw a significant decrease.

**FastBridge:** The subtests used within FastBridge are early Math and Reading, aMath, aReading, Math Automaticity, Auto Reading, SAEBRS and mySAEBRS. These assessments offer starting points for teachers in offering interventions for students at risk for specific areas in mathematics, reading, and social skills. Results are used to guide core instruction, interventions, and professional development. This data demonstrated that a solid foundation of numbers and operations is necessary for all grade levels to address even if it isn't explicitly instructed with the content. It also indicates that specific skills like phonics, morphology and vocabulary, need to be strengthened in order to increase student reading comprehension. SAEBRS and mySAEBRS data directs teacher teams, counselors and social workers to pinpoint specific social emotional needs that need to be addressed with specific students.

**myIGDIs:** The preschool program uses data from myIGDIs which are early reading and mathematical skills. The growth in the

preschoolers from fall 2020 to spring 2021 was incredibly decreasing a large portion of students in Tier 3. The students in our preschools also scored well in their Fall 2021 FastBridge data, indicating that the renewed focus on using data to drive instructional decisions at that preschool level increases their kindergarten readiness. This data drives the discussions to increase the number of students who can be served through our preschools.

Social/Emotional: This is the area in which we have seen the biggest change in our student population. Although none of these issues are explicitly caused by COVID the virus, the pandemic in and of itself is certainly a large factor in why we are seeing and dealing with many of these issues. In the fall of 2021 we saw a huge increase in violent/sexual crimes against our students often times resulting in suicidal ideation. In a period of a week we saw a grandparent arrested for sexual molestation, a cousin arrested for indecent liberties, and a father arrested for physical assault against a child. In each of these instances these students came to school and expressed their need for help to an adult at school. Our social work and counseling staff have done an amazing job of reaching out to families and supporting our students while they continue to try and learn with these other issues looming and impacting their feeling of safety.

We have seen an increase of about 200% with our students with regard to suicide ideation. We have had multiple students attempt in the last 6 months and have been incredibly blessed that none have succeeded. We have also been blessed again with a great staff who have beyond a shadow of a doubt stopped many of these attempts and are most likely the reason that we have not seen any of our students be successful in their attempts. Because of our technology department and the systems that we have put into place, and because of the incredible relationships our staff build with our students we have been able to communicate these issues with parents and provide additional support for our students via internal and external agencies to address their needs and safety concerns.

We have also seen a huge increase in office referrals. In the month of October Ottawa Middle School saw nearly a 700% increase in office referrals. In many cases this is directly related to the pandemic. For example, our 8th grade students have never had a normal school year at OMS and therefore, they themselves were never modeled appropriate behavior. Our 7th graders who had a disrupted 5th grade year, and a 6th grade year that provided minimal mixing of students and transition, some of which chose to take a different learning route with remote instruction, etc. etc. and they have yet to see behavior modeled appropriately and our 8th graders do not know how to model that behavior as it was never modeled to them. Our 6th graders have no idea how they should respond as they are in a completely different system altogether than what they saw last year and neither the 7th or 8th graders can provide the appropriate modeling for them. Subsequently what we are seeing is the reteaching of behavioral expectations to an entire building and it is grinding on both the students and adults resulting in le

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

USD 290 intends to use the bulk of its ESSER III funds to specifically address the learning loss of our students through targeted and impactful intervention.

To begin with, USD 290 would like to continue to fund the interventionist initially provided for with ESSER II funds. Those funds will extinguish themselves after 1 year and the work that these interventionists will be doing is significant. Specifically these 3 staff members will be targeting the mathematical learning loss of students who were most impacted by the initial shutdown in March of 2020 and the change of the school process in the school year 2020/2021. In USD 290 those would have been our PK, K, 1, and 2 students. With the interventionists in place we will target the foundational skills lost with those specific students over the course of the next few years and build capacity in their learning that may have been affected due to the shutdown of our schools and the change of instructional practices in 2020/21. They will also work with teachers to provide great core instruction and ensure that the interventions that they are putting into place find relevance and correlate to the instruction that is occurring in the classroom for a seamless transition and application of knowledge.

This particular program coupled with our Title reading services that are already in place, as well as targeted intervention strategies that are taking place at the elementary buildings will address the major foundational needs of our most pressing



students during their developmental years. Although the intervention that is currently in place is not slated to utilize ESSER III funds, it is worth noting that it coincides with the use of the interventionists and is part of the overall plan to address learning loss. Through previous work with TASN USD 290 developed a plan to implement a robust Tier 1, Tier 2, and Tier 3 instructional model that was intended to provide multi-tiered systems of support in the area of reading, math, and behavior. The reading and behavior plans were basically in effect prior to the pandemic, however, we had yet to be able to implement the math plan due to COVID. However, that plan is now in place, there is specific intervention time set aside at the elementary, middle, and high school to address both reading and math specifically. These programs are outside of Title for reading and what the math interventionists are providing, however, they work in tandem and provide additional support for our students needing that continuation of instruction in order to meet their learning goals. The plan in place is already finding success and its continuation should reap significant dividends as we move forward.

USD 290 also plans to continue its after school programming. Currently we are employing staff to stay beyond their contract time to provide additional support and instruction to students who need it. This is an optional platform that our families can access should they choose and many of them are opting to do so. Not only has this been beneficial in helping our students who need to catch up on missed information, or need additional help in their initial understanding of concepts, but it also has been beneficial in providing small group instruction, mentoring amongst peers, and an avenue for students with high anxiety to participate in the learning process with less observers and more direct communication with the teacher.

Our work with parents has indicated a strong desire for summer school programming, however, together we have identified a different way in which we can provide that programming. Historically, the 4-week summer school program designed specifically for math, reading, or credit recovery has yielded minimal results. Therefore, given the high levels of anxiety and social emotional issues that we face with our students, the fact that many of our students have had experiences taken away from them during this pandemic including but not limited to field trips and other learning opportunities, we feel that we can couple learning experiences with our learning standards. Our intention is to offer our students the opportunity to take "adventures" with our staff over the summer to identify learning spaces that align with our learning targets and goals. In doing so, not only can we address expected behaviors, how to act in public, etc. etc. but we can also address experiential and hands-on learning in ways that our schools can not always provide. For example, Science City in Kansas City has amazing learning scenarios for our students that we can then tie applicational knowledge to. Prairie Fire Museum in Overland Park will provide learning experiences in science and mathematics that coincide with our curriculum and provide activities that make that learning come to life. We have been exploring a number of options that provide experiential opportunities for our students that surround our curriculum and standards while allowing students to be hands on, interactive, and authentic in their learning.

Currently the most pressing concern in terms of ensuring that we address instructional loss is the retention of our current staff. Due to the increase in achievement accountability, student behaviors, anxiety, and of course fear and concern for one's health we are seeing more of our staff who are eligible for retirement take it, and those who have just come into the profession and are not necessarily tied to it, find other jobs to consider. In our area we have a number of industries whose starting wages are above the base teacher salary and offer a number of incentives including tuition reimbursement, relocation, and upward mobility. These opportunities are only growing as these industries feel the lack of work force as well and continue to offer incentive plans that become difficult to deny. As our staff continue to endure the onslaught of negativity that surrounds public education it becomes increasingly difficult for them to continue the pursuit of what started us in this career to begin with, which was the love of children and education.

We are currently struggling to fill paraeducator roles, the specialist roles (occupational therapy, speech pathology, school psychologists, etc) are nearly impossible to find and when you do competing with the salary they command in the open market is even more challenging, special education teachers are equivalent to unicorns, and the inability to find quality math and science teachers has been documented for years. All of these challenges are now exacerbated due to COVID and the departure of many of the staff

that we have counted on as being the foundation of our systems for years. We will continue to do our best in assuring that our systems are working at full capacity, however, this is a cyclical in nature as this shortage becomes pronounced. Positions that are left unfilled will have to be enveloped by other staff members creating more work, more stress, more anxiety which may result in more turnover. More turnover with less available staff results in more of the same. Teacher retention is going to be a major consideration of our schools as we move forward.

USD 290 will continue to host small group instruction and intervention. We are currently using ESSER II funds to limit class size for one grade level so that we can have consistency in that small group instruction throughout the district. We have also

implemented a robust multi-tiered system of support kindergarten through 12th grade to address specific instructional needs and gaps with our students. Although this was done with during the contract day and did not require additional funding to make possible, we did use ESSER II dollars to incorporate 95% Group, Lexia Core 5, Happy Numbers, Newsela, Math 180, and Maneuvering the Middle as intervention materials across multiple buildings meeting the needs of both our instructional sta

## **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 290 will continue to be flexible in its plan as these funds will be utilized several years into the future. However, it is clear at this point that there are several things that will be consistent throughout that process. These are identified below, however, are in no order of importance.

**Retention of Staff:** Like many schools in our state the recruitment and retention of staff is at the forefront of conversation. We feel positive that we can recruit staff to our district and our past history would support that notion. However, COVID has certainly impacted our staff to which those that were able to retire are choosing to do so, and those that were on the fence about the profession may choose to leave, especially in the realm of special education. That does not even take into account our classified and support staff and the number of positions that we currently have open and the difficulties we are facing in filling them.

To start we would like to provide a retention incentive for our staff that would follow the following plan which would be estimated not to exceed \$669,000 for a \$1,500 incentive. The plan falls out as follows:

**Classified Retention Incentive (not to total more than \$1,500):**

Provide \$375 per quarter through 1st quarter of 2022/23 school year beginning in December of 2021/22 school year.

Staff member must retain their position through the entirety of the quarter

Should they do so, they will receive a retention incentive of \$375 for the previous quarter worked

Available only in December of 2021, March of 2022, May of 2022, and October of 2022

Should the employee leave in the middle of any quarter, they will forfeit the entirety of any incentive

Any new staff joining USD 290 would be eligible for incentive after working 1 full quarter

(day 1 of the quarter to the end of the quarter) - if joining in the middle of the quarter, they will not be eligible until the end of the next full quarter.

**Licensed Staff Retention Incentive (not to total more than \$1,500):**

Provide a lump sum payment in May for anyone signing their contract to return to USD 290 for the 2022/23 school year

Contracts will not include salaries as that will still be negotiated

Should the employee utilize the negotiated agreement to end their employment at any time from the point of acceptance through the remainder of the 2022/23 school year they shall be responsible for the conditions of release identified in the NA as well as a repayment of the entirety of the retention incentive.

The second piece would be to continue the interventionist position into the 23/24 school year and possibly into the first semester of the 24/25 school year. These interventionists will begin in the 22/23 school year at each of our 3 elementary schools and will target those students hit hardest by the initial shutdown which are now our 2nd, 3rd, and 4th graders. We will use this personnel to provide specific intervention in mathematics for those students as we try to fill gaps as well as provide additional instructional coaching to our staff who are providing core instruction to our students. This will cost our district about \$300,000.00 per year.

An additional piece will be the continuance of providing health support staff at each of our buildings. Our nursing staff have been overwhelmed and continuing to provide RN support in each building is a necessity. We will provide this through the fall semester of 2024 at a cost of about \$80,000 per year with salary and benefits.

We will also continue to provide additional support through a more robust summer school including experiential learning. Our staff is currently working on plans in which we can identify student experiences (i.e. Hutch Cosmosphere, Science City, Nelson Atkins Art Gallery, etc. etc.) that align to our instructional standards and provide truly hands-on experiences for our students.

Not only do we want to address the academic side of this process, but also that social emotional piece. It has become clear that some of the behaviors that we have seen impact our schools this year are directly correlated to the lack of participation of our students in external programming that provides for social norms and cues, understanding group settings and

dynamics, understanding behavioral expectations in public places, etc. etc. It was also clear from our conversations with stakeholders that providing these types of summer programs including social groups is important to their growth by continuing the learning that was taking place throughout the school year and lessening the impact of the summer slide during break.

These processes will be incredibly important to our students and families as we try to overcome many of the social/emotional issues that have been developed due to this pandemic and the isolation of families that has occurred.

We will also continue to provide resources that allow for digital intervention and practice that families can use from home. This may result in continued purchase of licensing etc. However, it has become clear that the ability and ease of the digital platform has positively impacted the lessening of the learning gap within our student body.

We also want to utilize ESSER funds to address summer professional development for our staff as we continue to implement new systems including our core reading instruction at the elementary level, and math resources K-12. With continued staff development in these areas improving our overall instruction we can limit the number of students who need additional intervention as well as expediting the narrowing of the gap for students due to the soundness of our whole group instruction. With less students needing intervention, our small group instruction and targeted intervention should be more impactful, again, advancing gains in learning at a much quicker rate.

We would use this professional development time to also address curricular gaps and scope and sequence. By shoring up our core curriculum in all areas we provide much more targeted and efficient instruction to all kids with specific learning targets in mind. This complete understanding of our curriculum, the standards we teach, and the sequence in which we teach them will also benefit our intervention as we ensure alignment with our curriculum, relevance to what is being taught, and consistent use of language and terms. In doing so, we provide greater access to learning and improve the levels of achievement for our students as we progress.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our discussions with students, staff, administrators, board, community members and stakeholders identified a couple of things that are impacting the level of learning loss within our student body. We would like to utilize ESSER funds to address our learning loss through the following proposals.

The social/emotional needs of our students is something that we continue to monitor and account for. Through the Boys Town model we have not only begun to address student behavior, but utilize the well managed schools template to provide improved motivation for our students with challenging social/emotional, behavioral, and academic needs, to reduce severe discipline problems, increase student and teacher satisfaction with the power of positivity, an improvement of the administrative process, an improvement of students physical and emotional safety, and also to improve absenteeism. Although these items are not specific to our students from poverty, ELL, disabilities, etc. they do impact them and at times given the issues facing these students impact them at a higher level.

We will also continue to offer our intervention program through the MTSS model. Our students who have shown that they have specific gaps in their learning have been identified and additional support is being provided to them in small groups during core instructions as well as through distinct and specific intervention strategies. Although this process is not specific to the disproportionate factions of communities, it directly impacts them as we see additional support being provided to those students with those identified needs.

We also address this with additional intervention opportunities through our introduction of interventionists. These 3 additional staff members will address students who were in grades K, 1, and 2 when the pandemic first hit and lost significant instructional time through the school closure in the spring of 2020. Through this process we will identify specific needs of these students and apply additional support on top of the core instruction, small group instruction, intervention through MTSS, and tie this to increased math intervention and additional reading intervention. They will also be utilized to provide some instructional coaching to our staff to increase core instruction effectiveness as well.

Our special populations were identified by stakeholders to need extended school year options to continue their learning and diminish or eliminate their summer slide. Specifically with ELL, Special Education, and our foster and migrant students a summer program that provided for continued academic programming as well as continued social emotional growth through social groups was identified as a necessity. USD 290 will utilize ESSER III funds to provide a robust summer school program that not only addresses academic function but also social and emotional programming based upon the needs of our students.

USD 290 also plans to continue to provide for and improve our intervention programming. Specifically those that address math and reading deficiencies. By improving access to these programs in a digital environment, our students, specifically those from disadvantaged backgrounds and disproportionate groups have access to continued learning through their Chromebooks while working offline and will be able to do so even without access to the internet. Therefore, we have the ability to provide access to all families the ability to continue learning through these programs, provide all families the resources needed to continue to learn outside of the school day, provide instruction as to how to grow through the programming even for those families that do not have the requisite skills to teach from home, and of course to be able to bring that additional learning by into the classroom by providing relevance through the core instruction.

Another considerable prospect that will specifically help our disproportionate populations is to ensure that we can retain our current staff. By continuing to staff licensed and highly qualified instructors, providing small class sizes, employing staff in support positions that provide intervention, and ensuring the overall positive function of our schools, we impact those disproportionate populations at a higher level. In doing so we ensure that our most needy populations continue to operate in classrooms where the enrollment numbers are low enough that small group and individualized instruction dominate, that our support staff can be utilized to provide support and not required to simply ensure that we can staff classrooms, and that the social emotional supports provided throughout the school can continue.

Obviously all of these things impact the overall academic health of our student body. Although many of these programs are accessible to the entire student body, the identified populations will be accessing them as well, depending upon their need and level of learning application. In recognizing those needs, the additional resources that have been identified here will certainly impact those students and create an environment of learning that will ultimately close the achievement gap created by this pandemic.

For clarification: As to who we met with to address subgroups of students other than our staff it should be noted that for our incarcerated students we meet regularly with Ken Haliburton, director of the Franklin County Juvenile Detention center, to discuss the needs of our students and their access to education. For those that have been incarcerated and are not working through the juvenile justice system we meet regularly with Dustin Browning with the area Department of Corrections. Again the purpose of those meetings are to discuss services for our students and how we can better serve their needs. For our underprivileged students we meet regularly with Crystal Anderson at ECKAN and Leigh Hanson at United Way. These agencies provide services for our students from low-income families, those that are homeless, and migrant families. These discussions address needs and concerns regularly and how USD 290 can impact not only their academic growth, but also their familial growth especially during this pandemic. We also work directly with KVC and TPI for our foster students in addressing their needs both socially and academically. For our students of color we work directly with parents to receive feedback upon their growth and needs. Through our Individual Plans of Study that exist K-12 we work with parents regularly to determine the goals for their children, understand learning styles, and address learning needs. Those conversations are then translated into action as we develop strategies to ensure that we meet those needs. Throughout each of these conversations learning loss is a major part of our dialogue and how we can utilize the funding provided to us through ESSER to address those needs.

Clarification 2: We meet with each of these entities when the needs of our students arises, however, we also have regularly scheduled meetings to discuss programming in general and how we best meet the needs of our students overall. USD 290 meets quarterly with Community Corrections and The Franklin County Juvenile Detention Center, specifically with Dustin Browning and Ken Halliburton. Again, when the needs of individual students arise, we have an open line of communication back and forth. USD 290 meets monthly with Crystal Anderson at ECKAN in which we discuss a multitude of things. We also have scheduled meetings 2 times a year to ensure that we have programming for our students as they enter school and again for programming over the summer. USD 290 meets with United Way and Leigh Hanson 2 times a year in the same capacity as we meet with ECKAN. There is also open communication between the entities as the need arises as well.

No space, added the rest to the first student se

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$3,527,931	\$0	\$3,527,931	ESSER III Allocations	\$705,587
Approved Total	\$2,075,000	\$0	\$2,075,000	Approved Total	\$2,075,000
Amount Left	\$1,452,931	\$0	\$1,452,931	Amount Still Needed	\$0
In Review Total	\$800,000	\$0	\$800,000	In Review Total	\$0
Amount Left	\$652,931	\$0	\$652,931	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
290-3-0009	Direct	False	1000	110	16	\$400,000	Task Force Review
290-3-0010	Direct	False	1000	120	16	\$400,000	Task Force Review
290-3-0001	Direct	True	1000	110	16	\$40,000	Approved
290-3-0002	Direct	True	1000	110	12	\$750,000	Approved
290-3-0003	Direct	True	1000	110	16	\$400,000	Approved
290-3-0004	Direct	True	1000	110	11A	\$200,000	Approved
290-3-0005	Direct	True	1000	644	12	\$200,000	Approved
290-3-0006	Direct	True	2100	110	16	\$200,000	Approved
290-3-0007	Direct	True	1000	110	16	\$40,000	Approved
290-3-0008	Direct	True	1000	110	16	\$245,000	Approved

## Line Item Details

Line Item ID: 290-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary

**Account Number**

89 E 1000 110 0010 100

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic has caused high-quality educators to consider leaving the profession. We will provide retention incentives to licensed staff to ensure that USD 290 does not continue to lose staff when it is becoming increasingly difficult to recruit and retain staff. USD 290 would provide a total of \$1500 in a lump sum payment in May 2023 to any licensed employee who continues their contract with USD 290 for the 23/24 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$400,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$400,000</u>

**Status**

Task Force Review

Line Item ID: 290-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary

**Account Number**

89 E 1000 120 0010 120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic has caused high-quality classified staff to consider leaving the profession. We will provide retention incentives to staff to ensure that USD 290 does not continue to lose staff when it is becoming increasingly difficult to recruit and retain staff. USD 290 would provide a total of \$1500 in quarterly payments of \$375 to any classified employee who continues their employment with USD 290 for the 23/24 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$400,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$400,000</u>

**Status**

Task Force Review

Line Item ID: 290-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary

**Account Number**

88 E 1000 110 0029 130

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to learning loss caused by the COVID-19 pandemic, we will provide summer professional development for staff that will focus on a deeper dive into our curriculum, our scope and sequence, and our resources to better prepare our staff to continually identify, target, and address the learning loss of our students from this pandemic.

Comments: We have a comprehensive summer PD program that includes 26 different learning options centered around structured literacy, dyslexia initiatives, math intervention, common assessments, scope and sequence, core reading and math curriculums, fast bridge, effective phonics instruction, kindergarten readiness, social emotional growth, individual plans of study, Boys Town, PLC, IEP's, etc. etc. Each of these were identified through the help of our staff, board, and administration. The process will be 100% voluntary as this is beyond the contract.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$40,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$40,000</u>
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**Status**

Approved

Line Item ID: 290-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary

**Account Number**

88 E 1000 110 0010 000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**



Due to learning loss caused by the COVID-19 pandemic, we will support the continuation of staff members who will work as instruction interventionists within the day and focus on targeted math instruction, which is a similar approach to our title reading staff.

Comments: Below is the salary break down for the first year of usage 2022/23. This will continue for through the winter of 2024 or until ESSER funds are depleted. The cost in those subsequent years will be determined after the negotiations process.

Teacher 1:

	End of Fiscal Year 2020-2021	Fiscal Year to date 2021-2022
Salary-	61953.48	50417.16
FICA-	3769.88	3243.16
Medicare-	881.66	758.49
Advance Life-	0.00	24.00
BCBS Benefit-	4800.00	1440.00
Life Over 50K-	143.92	126.02
Unemployment-	63.51	70.49

Teacher 2:

	End of Fiscal Year 2020-2021	Fiscal Year to date 2021-2022
Salary-	62843.34	32160.54
FICA-	3404.47	1706.90
Medicare-	796.20	399.19
Advance Life-	43.20	16.80
BCBS Benefit-	5760.00	2880.00
Life Over 50K-	83.96	53.60
Unemployment-	64.71	46.50

Teacher 3:

	End of Fiscal Year 2020-2021	Fiscal Year to date 2021-2022
Salary-	51066.62	41832.64
FICA-	3163.76	2575.38
Medicare-	739.92	602.31
Advance Life-	0.00	0.00
BCBS Benefit-	4800.00	3840.00
Life Over 50K-	45.26	45.81
Unemployment-	54.45	58.35

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$300,000
<b>Budgeted Expenditures in SFY 2023</b>	\$300,000
<b>Budgeted Expenditures in SFY 2024</b>	\$150,000
<b>Total Expenditures</b>	<u>\$750,000</u>

<b>Status</b>
Approved

**Line Item Comment from KSDE**

Please provide an estimate of the salary breakdown for these positions.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary

**Account Number**

88 E 1000 110 0010 000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic has caused high-quality educators to consider leaving the profession. We will provide retention incentives to licensed staff to ensure that USD 290 does not continue to lose staff when it is becoming increasingly difficult to recruit and retain staff. USD 290 would provide a total of \$1500 in a lump sum payment in June to any licensed employee who continues their contract with USD 290 for the 22/23 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$400,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$400,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Classified Retention Incentive (not to total more that \$1,500):  
Provide \$375 per quarter through 1st quarter of 2022/23 school year beginning in December of 2021/22 school year.  
Staff member must retain their position through the entirety of the quarter  
Should they do so, they will receive a retention incentive of \$375 for the previous quarter worked  
Available only in December of 2021, March of 2022, May of 2022, and October of 2022  
Should the employee leave in the middle of any quarter, they will forfeit the entirety of any incentive  
Any new staff joining USD 290 would be eligible for incentive after working 1 full quarter  
(day 1 of the quarter to the end of the quarter) - if joining in the middle of the quarter, they will not be eligible until the end of the next full quarter.

Licensed Staff Retention Incentive (not to total more than \$1,500):  
Provide a lump sum payment in May for anyone signing their contract to return to USD 290 for the 2022/23 school year  
Contracts will not include salaries as that will still be negotiated  
Should the employee utilize the negotiated agreement to end their employment at any time from the point of acceptance through the remainder of the 2022/23 school year they shall be responsible for the conditions of release identified in the NA as well as a repayment of the entirety of the retention incentive.

Another considerable prospect that will specifically help our disproportionate populations is to ensure that we can retain our current staff. By continuing to staff licensed and highly qualified instructors, providing small class sizes, employing staff in support positions that provide intervention, and ensuring the overall positive function of our schools, we impact those disproportionate populations at a higher level. In doing so we ensure that our most needy populations continue to operate in classrooms where the enrollment numbers are low enough that small group and individualized instruction dominate, that our support staff can be utilized to provide support and not required to simply ensure that we can staff classrooms, and that the social emotional supports provided throughout the school can continue."

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary Summer School

**Account Number**

88 E 1000 110 0029 130

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic illuminated the need for us to offer summer programming for students to address learning loss. This program will provide a rich and robust summer school program to address credit recovery, math gaps and reading gaps with our students, social emotional needs, and provide experiential learning opportunities for our students.

Comment: The summer school program will be a volunteer experience for all students. Subsequently there will be 1053 elementary aged students who will be invited to participate. We will also provide the opportunity for each of our staff members to be participative in this process which would cover 102 licensed staff members plus about 50 classified staff members for our students with IEP's. Overall we are expecting to have about 30 teachers participate, about 400 students, and about 20 classified staff members based upon initial conversations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100,000
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$200,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide estimated number of students and staff as well as a timeline of service delivery.

Line Item ID: 290-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbook Intervention Materials

**Account Number**

88 E 1000 644 0010 000

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic taught us that supplemental academic programs support students in their learning and can help address learning loss. As such, we will continue with the purchases of Lexia, Newsela, IXL, 95% group, Happy Numbers, etc. to provide intervention resources to our students that can be used both at school and at home with families.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100,000
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$200,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "We will also continue to provide resources that allow for digital intervention and practice that families can use from home. This may result in continued purchase of licensing etc. However, it has become clear that the ability and ease of the digital platform has positively impacted the lessening of the learning gap within our student body."

Line Item ID: 290-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary

**Account Number**

88 E 2100 110 0010 000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 pandemic forced us to focus on the continued health and well-being of students and staff. As such, we will continue to employ a licensed nurse at Garfield Elementary School.

Addition: We recognize that this may not be covered under the 20% learning services.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$80,000
<b>Budgeted Expenditures in SFY 2023</b>	\$80,000
<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
<b>Total Expenditures</b>	\$200,000

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "An additional piece will be the continuance of providing health support staff at each of our buildings. Our nursing staff have been overwhelmed and continuing to provide RN support in each building is a necessity. We will provide this through the fall semester of 2024 at a cost of about \$80,000 per year with salary and benefits." This line item may be allowable under the other 80% but does not qualify as part of the 20% minimum Learning Loss.

Line Item ID: 290-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary

**Account Number**

88 E 1000 110 0029 130

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to learning loss caused by the COVID-19 pandemic, we will provide summer professional development for staff that will focus on a deeper dive into our curriculum, our scope and sequence, and our resources to better prepare our staff to continually identify, target, and address the learning loss of our students from this pandemic.

Comment: Comments: We have a comprehensive summer PD program that includes 26 different learning options centered around structured literacy, dyslexia initiatives, math intervention, common assessments, scope and sequence, core reading and math curriculums, fast bridge, effective phonics instruction, kindergarten readiness, social emotional growth, individual plans of study, Boys Town, PLC, IEP's, etc. etc. Each of these were identified through the help of our staff, board, and administration. The process will be 100% voluntary as this is beyond the contract.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

Line Item ID: 290-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Salary

**Account Number**

89 E 1000 110 0010 000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 290 would like to pay for 2 staff members via ESSER III funds that we have had to replace. Our budgetary constraints are making it difficult for us to continue to offer lower class sizes. Our 4th and 1st grade need to continue to be 9 section programs across 3 different elementary schools.

We would like to use ESSER III dollars to continue with a 4th grade teacher at Lincoln Elementary and a 1st grade teacher at Sunflower Elementary. Our 4th grade at Lincoln have been some of our hardest hit by the COVID pandemic as they lost a portion of their 1st grade year, they were in a modified school situation through their 2nd grade year, and were still dealing with significant learning gaps through their 3rd grade year. It is imperative that we have the appropriate staffing to continue to be able to fill gaps related to their COVID learning loss and ensuring that we can keep our staff at 3 sections would be a huge benefit.

We would also like to keep our 1st grade at Sunflower Elementary at 3 sections. Again this group of kids was hit significantly with the COVID pandemic as many of their formative preschool years were impacted. Because of their inability over the last 3 years to gather, to participate in group function, and to learn how to operate/cooperate in groups, their overall learning continues to be impacted by this pandemic. Again, it is imperative that we have appropriate staffing that allows us to have manageable class sizes as we continue to bring our students along post pandemic. Additional staffing in this area would allow us to work not only on addressing "normative" group behaviors, but also ensure that these students have the foundation skills necessary to be successful readers, thinkers, and decision makers.

The cost of said staff members would be approximately \$125,000 including salary, benefits, etc. for the 2022/23 school year and about \$130,000 for the 2023/24 school year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$120,000
<b>Budgeted Expenditures in SFY 2024</b>	\$125,000
<b>Total Expenditures</b>	\$245,000

**Status**

Approved





# ESSER III APPLICATION FOR D0394

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Rose Hill Public Schools	104 N Rose Hill Rd, Rose Hill, KS 671339785	104 N Rose Hill Rd, Rose Hill, KS 671339785
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Randal Chickadonz	<a href="mailto:rchickadonz@usd394.com">rchickadonz@usd394.com</a>	(316) 776-3300

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Sabrina Dunkin	Director of Finance	<a href="mailto:purchasing@usd394.com">purchasing@usd394.com</a>	(316) 776-3300

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Randal Chickadonz	<a href="mailto:rchickadonz@usd394.com">rchickadonz@usd394.com</a>

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
Julie McPherron	<a href="mailto:jmcpherron@usd394.com">jmcpherron@usd394.com</a>

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd394.com/vnews/display.v/ART/60cf420d82aeb>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Our COVID Coordinator has the responsibility of remaining updated on the most recent guidelines, implementing those guidelines, and communicating the implementation to our students, staff, and community. We also believe that offering our staff options for leave to stay home when ill and incentivizing staff to remain employed with the district will help to maintain a staff who are vital to the in-person delivery option.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In developing our ESSER plan, we hosted focus group meetings with student leadership groups to determine their highest levels of need for pandemic related concerns. The following supports were noted and are included in the ESSER plan:

- Provide onsite educational delivery (Substitute coverage, Staff retention premium pay, covid paid leave)
- Provide safe environment (Air quality upgrades, nurse and safety supplies/staff)

We have also sent out a request to the Students to participate in a survey posted on our website. The survey is designed to provide us with the necessary input from the student body to assign their level of importance to a range of allowed expenditures within the ESSER regulations.

We sent an invitation to all parents representing all students in our district to provide feedback and we did receive and document those responses.

## **Families**

We have worked closely with our families in developing our ESSER plan. We have conducted a family/community engagement night at our schools. We made invitation through our paper, website, and parent notification system inviting parents/community to attend. Through those conversations, it was clear that parents are most interest in:

- Student return to onsite/in-person learning (Substitute coverage, staff retention premium pay, covid paid leave)
- Quality Communication (Swift K-12 Messaging System, SeeSaw Curriculum Platform)
- Addressing any delay in curriculum delivery (SeeSaw Curriculum Platform, ELA textbook adoption)

We sent an invitation to all parents representing all students in our district to provide feedback and we did receive and document those responses.

## **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our students and staff population both at the building and district level. As a result of these meetings, the following have been determined as most important to address in our district:

- Teacher supports for teaching in a remote and safe return environment (Instructional Coach, Learning Loss Assessment/Walk through programs)
- Staff to guide the ESSER/COVID efforts (COVID Coordinator, ESSER Administator)
- Plans to address learning loss of students (Summer School Offering, Intervention Program, ELA adoption, SeeSaw Curriculum platform)

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple groups including: staff, students, parents, administration, and state organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include plans for:

- Air Quality improvements
- COVID Coordinator
- ELA Curriculum adoption
- Substitute Teacher/Nurse staff
- Intervention program materials
- Premium Retention staff pay
- SeeSaw Curriculum Platform
- Summer School Offerings
- Swift K-12 Messaging System
- Covid Paid Leave

We have also sent out a request to the Staff to participate in a survey posted on our website. The survey is designed to provide us with the necessary input from the group to assign their level of importance to a range of allowed expenditures within the ESSER regulations.

## **Tribes**

While our student information system did not indicate we had any tribal students in our district and the Osage Nation of Oklahoma and Wichita and Affiliated Tribes indicated that they do not have properties in our district, we have still implemented the following supports, which we believe will benefit Native American students:

- Social Emotional support staff
- Summer School Intervention Offering
- English Language Arts Curriculum that provides instructional gaps identified through the COVID remote learning delivery model
- An intervention screener and support system

## **Civil Rights Organization including Disability Rights Organizations**

We reached out to the United Way of the Central Plains and invited them to meet with us in our district prior to the start of school. We received feedback regarding suggestions to best meet the needs of our students:

- Provide Social and Emotional supports
- Maintain staff for consistency and stability

We are using our ESSER funds to provide:

- Screener for SEL identifiers
- Additional SEL staff to provide students services
- Premium pay incentive for return staff consistency

We have also sent out a request to other local organizations for Civil Rights to participate in a survey posted on our website. The survey is designed to provide us with the necessary input from these organizations to assign their level of importance to a range of allowed expenditures within the ESSER regulations.

The Superintendent sent email requests to complete our ESSER survey to

ACLU

KS Human Rights Commission

KS Action for Children

We sent an invitation to all parents representing all students in our district to provide feedback and we did receive and document those responses.

This is the brief explanation at the beginning of our survey:

Elementary and Secondary School Emergency Relief III (ESSER III) funds are being provided under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. The purpose of ESSER III is to address the Impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. Please take a few minutes to provide your feedback. Thank you in advance for your input, participation, and engagement in this process.

Our ESSER III Funding Survey included all of the following identifiers and all groups were invited to complete our survey and identify themselves accordingly.

Please identify yourself by selecting all that apply.

- Student
- Parent or Guardian
- School Staff Member
- Native American Tribe Member
- Civil Rights Organization
- Self/Parent/Guardian/Representative for a child with disabilities
- Self/Parent/Guardian/Representative for a child who is an identified English Language Learner (EL)
- Self/Parent/Guardian/Representative for a child experiencing homelessness
- Self/Parent/Guardian/Representative for a child who is in foster care
- Self/Parent/Guardian/Representative for a child who is a migratory student

- Self/Parent/Guardian/Representative for a child who is incarcerated
- Self/Parent/Guardian/Representative for a child who is underserved

We asked them "How important is it to you that we prioritize and invest in each of the following?"

Summer learning programs

Additional student supports and interventions

Additional personnel and staff support for academic intervention

Additional behavioral support and interventions

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Expanded social and emotional learning and mental health services

Providing additional technology for student use

Incentives to ensure appropriate staffing for in-person learning

Delivery systems for curriculum and communications

Purchasing additional supplies to sanitize and clean facilities

Facility upgrades that support student health needs

They were asked to rank each area as Very important, Important, Somewhat Important, or Not Important.

The top 3 ranking responses for this stakeholder group were:

Additional behavioral support and interventions

Expanded social and emotional learning and mental health services

Facility upgrades that support student health needs

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We organized a community stakeholders meeting and advertised the meeting in the paper, social media, chamber of commerce, and messaging system (email, phone, & text.)

This is the brief explanation at the beginning of our survey:

Elementary and Secondary School Emergency Relief III (ESSER III) funds are being provided under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. The purpose of ESSER III is to address the Impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. Please take a few minutes to provide your feedback. Thank you in advance for your input, participation, and engagement in this process.

Our ESSER III Funding Survey included all of the following identifiers and all groups were invited to complete our survey and identify themselves accordingly.

Please identify yourself by selecting all that apply.

- Student
- Parent or Guardian
- School Staff Member
- Native American Tribe Member
- Civil Rights Organization
- Self/Parent/Guardian/Representative for a child with disabilities
- Self/Parent/Guardian/Representative for a child who is an identified English Language Learner (EL)
- Self/Parent/Guardian/Representative for a child experiencing homelessness
- Self/Parent/Guardian/Representative for a child who is in foster care
- Self/Parent/Guardian/Representative for a child who is a migratory student
- Self/Parent/Guardian/Representative for a child who is incarcerated
- Self/Parent/Guardian/Representative for a child who is underserved

We asked them "How important is it to you that we prioritize and invest in each of the following?"

Summer learning programs

Additional student supports and interventions

Additional personnel and staff support for academic intervention

Additional behavioral support and interventions

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Expanded social and emotional learning and mental health services

Providing additional technology for student use

Incentives to ensure appropriate staffing for in-person learning

Delivery systems for curriculum and communications

Purchasing additional supplies to sanitize and clean facilities

Facility upgrades that support student health needs

They were asked to rank each area as Very important, Important, Somewhat Important, or Not Important.

The top 4 ranking responses for this stakeholder group were:

Additional personnel and staff support for academic intervention

Additional behavioral support and interventions

Expanded social and emotional learning and mental health services

Incentives to ensure appropriate staffing for in-person learning

Responses from this stakeholder group consisted of 8 respondents that were parents of children with disabilities, 1 parent of ELL student(s), and 1 guardian of foster children. Our homeless population chose not to respond.

**Provide the public the opportunity to provide input and take such input into account**

Our plan was reviewed during a meeting of our Board of Education, it was listed in the local newspaper in our agenda items to announce the meeting. This gave the public the opportunity to request an audience of the Board and attend the meeting to have their concerns addressed.

We sent an invitation to all parents representing all students in our district asking them to participate in a survey posted on our website. We did receive and have documented those responses.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**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 had staff members not return to work and resigned their position because of the fear of working in a COVID-19 environment. The district saw the same thing happen with the general student population. We experienced a 6% drop in student enrollment across the district. Our students experienced a 10% loss in instructional days because of the state's recommendation to delay the start of school to better prepare for operating schools in a COVID-19 environment. The number of days that teachers had to miss work because of a COVID-19 related issue increased that number of days our students were not with a licensed professional educator. Our staff's time was increased to deal with the additional duties of dealing with communicating COVID-19 virus information, contact tracing COVID-19 virus cases, and cleaning to mitigate the COVID-19 virus environment.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We have employed a new position in our district to help identify those students who show learning loss from last year. This position will help to coordinate our school day interventions, after school interventions, and summer interventions/enrichment programs to address student learning loss. We have also purchased an additional assessment tool in addition to our classroom and state assessments to help with identifying student learning loss.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

In addition to the assessment and curriculum materials we will purchase to address learning loss through our school day, after school, and summer intervention programs and provide for students' social, emotional and mental health needs, we plan to use our ESSER funding to ensure staffing levels to maintain lower class sizes and the ability to distance students out in the classrooms and across the buildings. We plan to add staff to track, trace, communicate, and coordinate with students and families that have been impacted by the COVID virus. We are planning to make any identified changes needed to our current systems to improve the indoor air quality in our facilities.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

## Addressing Students' Academic, social emotional, and mental health needs

Rose Hill Schools serves a diverse population of students including low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and students in the foster care system. While all of our students have been negatively impacted by the pandemic, there are some populations of students who have experienced a greater loss than others.

A screener and progress monitoring tool will be utilized for all populations of students to identify academic learning loss as well as social-emotional needs of students. Evidence-based interventions will be implemented to address the academic and social-emotional needs of students affected by the COVID-19 pandemic and regular progress monitoring will be conducted to ensure that the interventions are meeting the needs of the students.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,164,911	\$0	\$1,164,911	ESSER III Allocations	\$232,983
Approved Total	\$2,075	\$0	\$2,075	Approved Total	\$300
Amount Left	\$1,162,836	\$0	\$1,162,836	Amount Still Needed	\$232,683
In Review Total	\$1,148,282	\$0	\$1,148,282	In Review Total	\$492,205
Amount Left	\$14,554	\$0	\$14,554	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
394-3-0059	Direct	True	1000	610	11A	\$15,501	Task Force Review
394-3-0060	Direct	True	2710	626	11A	\$2,333	Task Force Review
394-3-0061	Direct	True	1000	111	11A	\$134,900	Task Force Review
394-3-0062	Direct	True	1000	121	11A	\$68,635	Task Force Review
394-3-0063	Direct	True	1000	221	11A	\$15,626	Task Force Review
394-3-0064	Direct	False	2134	330	3	\$435	Task Force Review
394-3-0065	Direct	False	2134	330	3	\$385	Task Force Review
394-3-0066	Direct	False	1000	110	16	\$160,500	Task Force Review
394-3-0067	Direct	False	2100	120	16	\$18,250	Task Force Review
394-3-0068	Direct	False	2200	120	16	\$17,500	Task Force Review
394-3-0069	Direct	False	2300	110	16	\$3,000	Task Force Review
394-3-0070	Direct	False	2400	110	16	\$12,000	Task Force Review
394-3-0071	Direct	False	2500	120	16	\$14,000	Task Force Review
394-3-0072	Direct	False	2600	120	16	\$28,500	Task Force Review
394-3-0073	Direct	False	2710	120	16	\$13,500	Task Force Review
394-3-0074	Direct	False	2900	120	16	\$20,750	Task Force Review
394-3-0075	Direct	False	3100	120	16	\$12,500	Task Force Review
394-3-0076	Direct	False	1000	110	16	\$12,000	Task Force Review
394-3-0077	Direct	False	2000	120	16	\$42,250	Task Force Review
394-3-0078	Direct	False	1000	115	16	\$110,844	Task Force Review
394-3-0079	Direct	False	1000	220	16	\$8,845	Task Force Review
394-3-0080	Direct	False	2130	115	16	\$1,399	Task Force Review
394-3-0081	Direct	False	1000	110	16	\$63,828	Task Force Review
394-3-0082	Direct	False	2100	120	16	\$5,935	Task Force Review
394-3-0083	Direct	False	2200	120	16	\$1,366	Task Force Review
394-3-0084	Direct	False	2400	110	16	\$3,159	Task Force Review
394-3-0085	Direct	False	2500	120	16	\$4,040	Task Force Review
394-3-0086	Direct	False	2600	120	16	\$6,361	Task Force Review
394-3-0087	Direct	False	2700	120	16	\$3,545	Task Force Review
394-3-0088	Direct	False	2900	120	16	\$7,550	Task Force Review



394-3-0089	Direct	False	3100	120	16	\$2,164	Task Force Review
394-3-0090	Direct	True	1000	599	11A	\$13,493	Task Force Review
394-3-0091	Direct	True	1000	644	12	\$225,709	Task Force Review
394-3-0092	Direct	False	1000	220	16	\$31,270	Task Force Review
394-3-0093	Direct	False	1000	290	16	\$348	Task Force Review
394-3-0094	Direct	False	2130	221	16	\$107	Task Force Review
394-3-0095	Direct	False	1000	653	3	\$15,136	Task Force Review
394-3-0096	Direct	False	1000	653	3	\$16,255	Task Force Review
394-3-0097	Direct	False	1000	653	3	\$17,446	Task Force Review
394-3-0098	Direct	True	2400	653	12	\$7,975	Task Force Review
394-3-0099	Direct	True	2400	653	12	\$1,796	Task Force Review
394-3-0100	Direct	True	2400	653	12	\$2,611	Task Force Review
394-3-0101	Direct	True	2400	653	12	\$3,626	Task Force Review
394-3-0102	Direct	False	2100	610	12	\$909	Task Force Review
394-3-0030	Direct	True	2300	653	12	\$300	Approved
394-3-0036	Direct	False	3100	121	4	\$594	Approved
394-3-0044	Direct	False	2100	610	12	\$1,181	Approved

## Line Item Details

Line Item ID: 394-3-0059

### **Allocation Type**

Direct Allocation

### **Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

### **Account Name**

E3: Summer School Materials

### **Account Number**

77979

### **Function Code**

1000 - Instruction

### **Object Code**

610 - General Supplies and Materials

### **Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

### **Please describe the expenditures within the account and how they will address a COVID-19 need**

Materials and Supplies, Snacks, T-shirts, postage ect. for Summer School.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$5,368

**Budgeted Expenditures in SFY 2023** \$5,500

**Budgeted Expenditures in SFY 2024** \$4,633

**Total Expenditures** \$15,501

### **Status**

Task Force Review

### **Line Item Comment from KSDE**

Change Request: previously approved for \$42,825

Line Item ID: 394-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: Summer School Field Trips

**Account Number**

77981

**Function Code**

2710 - Vehicle Operation

**Object Code**

626 - Gasoline

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Transportation cost for field trips during summer school.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$333**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,333**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: previously approved for \$3,000.

Line Item ID: 394-3-0061

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL CERT SUMMER SCHOOL

**Account Number**

77982

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Teacher/Admin wages for summer school.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$42,900**Budgeted Expenditures in SFY 2023** \$45,000**Budgeted Expenditures in SFY 2024** \$47,000**Total Expenditures** \$134,900**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: previously approved for \$122,400.

Line Item ID: 394-3-0062

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL NON-CERT SUMMER SCHOOL

**Account Number**

77983

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Paras for summer school.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$16,635**Budgeted Expenditures in SFY 2023** \$25,000**Budgeted Expenditures in SFY 2024** \$27,000**Total Expenditures** \$68,635**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: previously approved for \$47,475

Line Item ID: 394-3-0063

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SUMMER SCHOOL FICA

**Account Number**

77984

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

FICA on Summer School wages

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,626**Budgeted Expenditures in SFY 2023** \$5,300**Budgeted Expenditures in SFY 2024** \$5,700**Total Expenditures** \$15,626**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: previously approved for \$300

Line Item ID: 394-3-0064

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: NURSE CONF REG RHES

**Account Number**

77965

**Function Code**

2134 - Nursing Services

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New School Nurse Orientation &amp; Conference for KS School Nurses.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$435**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$435**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: previously approved for \$660

Line Item ID: 394-3-0065

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: NURSE CONF REG RHHS

**Account Number**

77966

**Function Code**

2134 - Nursing Services

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New School Nurse Orientation &amp; Conference for KS School Nurses

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$385**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$385**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: previously approved for \$660

Line Item ID: 394-3-0066

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL PREMIUM PAY INSTRUCTIONAL

**Account Number**

77910

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Our intension was that on the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty wee. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid on the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. One the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$160,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$160,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0067

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL PREMIUM PAY STUDENT SU

**Account Number**

77911

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Our intension was that on the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty wee. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid on the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. One the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$18,250
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18,250</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0068

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL PREMIUM PAY INSTRU SUPP

**Account Number**

77912

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Our intension was that on the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty wee. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid on the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. One the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$17,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0069

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL PREMIUM PAY GENERAL AD

**Account Number**

77913

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Our intension was that on the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty wee. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid on the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. One the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0070



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL PREMIUM PAY ADMIN

**Account Number**

77914

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Our intension was that on the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty wee. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid on the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. One the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: raised total amount.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL PREMIUM PAY CENTRAL SE

**Account Number**

77915

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Our intension was that on the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty wee. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid on the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. One the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0072

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL PREMIUM PAY OPERATIONS

**Account Number**

77916

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Our intension was that on the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty wee. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid on the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. One the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$28,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$28,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0073

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**E3: SAL PREMIUM PAY  
TRANSPORTATION**Account Number**

77917

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Our intension was that on the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty wee. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid on the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. One the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$13,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0074

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL PREMIUM PAY KK

**Account Number**

77918

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Our intension was that on the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty wee. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid on the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. One the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,750
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,750</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0075

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL PREMIUM PAY FOOD SERVICE

**Account Number**

77919

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Our intension was that on the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty wee. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid on the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. One the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: raised total amount.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: PREMIUM PAY SE CERTIFIED

**Account Number**

77902

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Our intension was that on the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty wee. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid on the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. One the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$12,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0077

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: PREMIUM PAY SE CLASSIFIED

**Account Number**

77903

**Function Code**

2000 - Support Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of employees that were continuously employed from January 12 through November 15, 2021 with the district will receive a premium pay amount. We plan to distribute an additional premium pay amount for the retention of those that were employed for the entire 21-22 school year.

Our intension was that on the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$500 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty wee. \$500 also applies to substitute teachers who worked at least 20 times during the provisions timeline. On the first pay date of December, employees continuously employed through November 15, 2021 will receive premium pay of \$1,000 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week. NOTE: THIS FIRST PREMIUM PAY WAS INCLUDED ON USD 394's ORIGINAL ESSER 3 APPLICATION SUBMITTED THROUGH COMMON APP. This premium pay was carried out per the above specifications, we just chose to wait until a later date than December until we secured approval from the TaskForce, so it happened at the end of February, beginning of March 2022.

We also carried out a second premium pay scenario that was paid on the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$250 for any Certified/Administrative employee who is less than 1.0 FTE and Classified employees who work less than 30 hours per assigned duty week. One the first pay date of June, employees continuously employed between August 16, 2021 and May 18, 2022 will receive premium pay of \$500 for any Certified/Administrative employee who is 1.0 FTE and Classified employees who work 30 hours or more per assigned duty week.

The total premium pay amounts came to more than we had estimated in the beginning which is why we are submitting it as a new line item to reflect the new values.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$42,250
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$42,250</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: raised total amount.

Line Item ID: 394-3-0078



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL SUB INSTRUCTIONAL

**Account Number**

77930

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

FULL TIME SUBS TO MITIGATE COVID ABSENCES.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$53,589**Budgeted Expenditures in SFY 2023** \$57,255**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$110,844**Status**

Task Force Review

**Line Item Comment from KSDE**

Change request: previously approved for \$30,000

Line Item ID: 394-3-0079

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL FICA SUB INSTRUCTIONAL

**Account Number**

77931

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

FICA ON FULL TIME SUBS TO MITIGATE COVID ABSENCES.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,100**Budgeted Expenditures in SFY 2023** \$4,745**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$8,845**Status**

Task Force Review

**Line Item Comment from KSDE**

Change request: previously approved for \$2,295

Line Item ID: 394-3-0080

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL COVID RELATED NURSE SUBS

**Account Number**

77932

**Function Code**

2130 - Health Services

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid related nurse sub/additional help pay. Our nurses were getting behind on paperwork when our covid numbers were high, as well as one of the nurses being quarantined a few times herself, so we needed some additional help. This amount was nurse sub pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,399
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,399</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change request: previously approved for \$1,046

Line Item ID: 394-3-0081

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: COVID PAID LEAVE INSTRUCT

**Account Number**

77935

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid paid leave benefit for staff. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$63,828
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$63,828</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change request: previously approved for \$9,500

Line Item ID: 394-3-0082

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: COVID PAID LEAVE ST SUPPORT

**Account Number**

77936

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid paid leave benefit for staff. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,935
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,935</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change request: previously approved for \$2,000

Line Item ID: 394-3-0083

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: COVID PAID LEAVE INSTR SUP

**Account Number**

77937

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid paid leave benefit for staff. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,366
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,366</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change request: previously approved for \$2,000

Line Item ID: 394-3-0084

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: COVID PAID LEAVE BLDG ADMIN

**Account Number**

77939

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid paid leave benefit for staff. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,159
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,159</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change request: previously approved for \$500

Line Item ID: 394-3-0085

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: COVID PAID LEAVE CENT SUPP

**Account Number**

77940

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid paid leave benefit for staff. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,040
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,040</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change request: previously approved for \$500

Line Item ID: 394-3-0086

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: COVID PAID LEAVE OPERATION

**Account Number**

77941

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid paid leave benefit for staff. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,361
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,361</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change request: previously approved for \$500

Line Item ID: 394-3-0087



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: COVID PAID LEAVE TRANSPORT

**Account Number**

77942

**Function Code**

2700 - Student Transportation Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid paid leave benefit for staff. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,545
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,545</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change request: previously approved for \$2,000

Line Item ID: 394-3-0088

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: COVID PAID LEAVE KK

**Account Number**

77943

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid paid leave benefit for staff. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,550
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,550</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change request: previously approved for \$2,000

Line Item ID: 394-3-0089

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: COVID PAID LEAVE FOOD SERVICE

**Account Number**

77944

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Covid paid leave benefit for staff. Yes this was leave that was given back or made up to the employees for any covid situation that caused absence between Aug 1, 2021-June 30, 2022. I emailed the MOU the first time we sent it through for approval, this was just to update the value.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,164
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,164</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change request: previously approved for \$5,000

Line Item ID: 394-3-0090

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SUMMER TRIP ADMISSION

**Account Number**

77980

**Function Code**

1000 - Instruction

**Object Code**

599 - Other Purchased Services

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We implemented summer school to help in the learning loss recovery efforts. These lines will get broken out as we zero in on our needs each year.

Summer School Theme: Happy Campers \$79,259  
June 6-30 (19 days)

Students:

300 Students

8:30 -11:30 AM x 15 days

8:30-3:30 x 4 days (field trips)

Staff:

8:00-12:00 (4 hours x 15 days = 60 hours)

8:00-4:00 (8 hours x 4 days = 32 hours)

10 hours teacher plan and prep time (June 1-2)

102 hrs x \$20.00 = \$1,840

31 Staff (30 teachers/paras, 1 admin). Use some Kids Klub staff and possibly sped staff

31 x 1,840 = \$57,040

Materials and Supplies:

\$20 per student = \$6,000

Snacks:

1.00 per person/day x 19 = \$6,289

T-shirts:

\$6.00 per person = \$1,986

Field Trips:

4 trips

\$6.00 per person/trip = \$7,944

Need to figure cost of fuel and drivers

Morning Academic Sessions:

8:30-9:15 Reading Enrichment

9:15-10:00 Snack and Mindfulness/Movement Activities

10:00-10:45 Math Enrichment

10:45-11:30 STEM Activities/SEL Lessons/Virtual Field Trips

Field Trip Days:

8:30-11:30 Academic Sessions

11:30-12:15 Lunch (bring own sack lunch)

12:15-3:30 Field Trips

Field Trips:

Week 1 (Friday) – Morning Grit Farm in Rose Hill

Week 2 (Friday) – Movies at Derby Theater (2 different age-appropriate/theme related movies)

Week 3 (Friday) – Great Plains Nature Center in Wichita

Week 4 (Thursday) – Wichita Art Park

Student enrollment will be based on spring FastBridge scores identifying students who are below benchmark in reading or math and 3rd – 5th grade students scoring at level 1 or 2 on 2022 State Assessments.

<b>Budgeted Expenditures in SFY 2022</b>	\$3,493
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$13,493</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$24,000

Line Item ID: 394-3-0091

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: TEXTBOOKS

**Account Number**

77985

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additions to ELA adoption to replace current curriculum. Inefficiencies were identified in the current curriculum during our Covid learning delivery.

Our current curriculum has no intervention and is strictly textbook based. Journeys is weak in phonics, no phonemic awareness and no built in interventions or decodables.

The new Benchmark Advanced has print and digital materials for whole group, student practice, small group, interventions, phonics, assessments and decodables. Haggerty is a phonemic awareness program that we are adding on that we do not currently have.

Here is a breakout of the Elementary items that are being added on to bolster our current offerings. MS & HS are still working on their plan.

ESSER III Elementary ELA Curriculum Materials \$105,038

## Primary School

Intervention Teacher Resources K-2 \$10,435

Teacher Resources System K-2 sped \$2,394

Phonics Resources K-1 \$76,230

Foundations for K-2 professional learning books \$1,349

Phonemic Awareness Curriculum \$2,912

PS Total \$93,320

## Intermediate School

Intervention Teacher Resources 3-5 \$9,870

Teacher Resources System 3-5 sped \$399

Differentiating Reading Instruction for Gr. 3-5 prof learning books \$1,349

Phonemic Awareness Curriculum Gr. 3 \$100

IS Total \$11,718

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$187,083

**Budgeted Expenditures in SFY 2023** \$38,626

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$225,709

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$200,000

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: FICA

**Account Number**

77900

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fica on all premium pay and covid paid leave amounts.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$27,518**Budgeted Expenditures in SFY 2023** \$3,752**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$31,270**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$26,053

Line Item ID: 394-3-0093

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: BENE

**Account Number**

77901

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Benefits like UNE on all premium pay and covid paid leave amounts.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$348**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$348**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$1,000

Line Item ID: 394-3-0094

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL COVID RELATED FICA

**Account Number**

77933

**Function Code**

2130 - Health Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fica for Covid related nurse sub/additional help pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$107**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$107**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$80

Line Item ID: 394-3-0095

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: IS INSTRUCTIONAL SOFTWARE

**Account Number**

77962

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

In 2022 we paid for another year of SeeSaw that we started in 2020 with the onset of Covid as a useful instructional tool for our Primary aged students as well as the ability to communicate with the families. In 2023 &amp; 2024 we will be paying for our communications platform that was required to keep up with the Covid-19 information distribution.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$13,519**Budgeted Expenditures in SFY 2023** \$1,617**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15,136**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$1,000



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: MS INSTRUCTIONAL SOFTWARE

**Account Number**

77963

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

In 2022 we paid for another year of SeeSaw that we started in 2020 with the onset of Covid as a useful instructional tool for our Primary aged students as well as the ability to communicate with the families. In 2023 & 2024 we will be paying for our communications platform that was required to keep up with the Covid-19 information distribution.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,089
<b>Budgeted Expenditures in SFY 2023</b>	\$2,166
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$16,255

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$13,518

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: HS INSTRUCTIONAL SOFTWARE

**Account Number**

77964

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

In 2022 we paid for another year of SeeSaw that we started in 2020 with the onset of Covid as a useful instructional tool for our Primary aged students as well as the ability to communicate with the families. In 2023 & 2024 we will be paying for our communications platform that was required to keep up with the Covid-19 information distribution.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,731
<b>Budgeted Expenditures in SFY 2023</b>	\$2,715
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17,446</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$14,089

Line Item ID: 394-3-0098

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: PS ADMIN SOFTWARE SUPPORT

**Account Number**

77971

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

653 - Software

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is professional development for staff to utilize the FastBridge testing platform to successfully identify areas of learning loss due to Covid-19 protocol.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,883
<b>Budgeted Expenditures in SFY 2023</b>	\$4,046
<b>Budgeted Expenditures in SFY 2024</b>	\$1,046
<b>Total Expenditures</b>	<u>\$7,975</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$5,197

Line Item ID: 394-3-0099

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: IS ADMIN SOFTWARE SUPPORT

**Account Number**

77972

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

653 - Software

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is professional development for staff to utilize the FastBridge testing platform to successfully identify areas of learning loss due to Covid-19 protocol.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$300
<b>Budgeted Expenditures in SFY 2023</b>	\$748
<b>Budgeted Expenditures in SFY 2024</b>	\$748
<b>Total Expenditures</b>	<u>\$1,796</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$2,612

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: MS ADMIN SOFTWARE SUPPORT

**Account Number**

77973

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

653 - Software

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is professional development for staff to utilize the FastBridge testing platform to successfully identify areas of learning loss due to Covid-19 protocol.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$600
<b>Budgeted Expenditures in SFY 2023</b>	\$1,043
<b>Budgeted Expenditures in SFY 2024</b>	\$968
<b>Total Expenditures</b>	<u>\$2,611</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$2,912

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: HS ADMIN SOFTWARE SUPPORT

**Account Number**

77974

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

653 - Software

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is professional development for staff to utilize the FastBridge testing platform to successfully identify areas of learning loss due to Covid-19 protocol.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$600
<b>Budgeted Expenditures in SFY 2023</b>	\$1,663
<b>Budgeted Expenditures in SFY 2024</b>	\$1,363
<b>Total Expenditures</b>	<u>\$3,626</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$2,912

Line Item ID: 394-3-0102

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: IS STDT SUPPORT MATERIALS

**Account Number**

77977

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Phonics Boost Curricular items for learning loss recovery. Storage containers for sanitation purposes in the classrooms. Per comment from task force, I have removed from the LL amount as we have enough other LL expenses without this.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$909
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$909</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$1,181

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: DIST ADMIN SOFTWARE SUPPOR

**Account Number**

77975

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

653 - Software

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is professional development for staff to utilize the FastBridge testing platform to successfully identify areas of learning loss due to Covid-19 protocol.

Each of these lines items are for staff training to use FastBridge, there are just 5 for Building Based Budgeting purposes! Line 30 is Dist Level Admin training, Line 40 is PreK-2nd, Line 41 is 3-5th, Line 42 is 6-8th, Line 43 is 9-12th.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$300
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$300</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please explain how this line item differs from lines 40, 41, 42, & 43.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: SAL FOOD SERVICE DIR

**Account Number**

77953

**Function Code**

3100 - Food Service Operations

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We couldn't pay our Food Service Manager out of fund 24 to process the Economic Surveys, this is simply the hourly wages for our staff to process and log the Economic Surveys that were required in place of the usual Child Nutrition Benefits Applications that help us determine the qualification for @rsk services.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$594
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$594</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please further explain what this is and what the money is going to be spent on.

Line Item ID: 394-3-0044

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

E3: PS STDT SUPPORT MATERIALS

**Account Number**

77976

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Phonics Boost Curricular items for learning loss recovery. Storage containers for sanitation purposes in the classrooms. Phonics Boost is the name of the Curriculum, it includes Oral Reading Passages and Student Workbooks as well as Lesson Plans for Additional Intervention Resources. It is not different from Line 45, it is just broke out for Building based budgeting purposes. 77976 is Primary (K-2) and 77977 is Intermediate (3-5).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,181
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,181</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please further explain the exact Phonics Boost curricular items will be purchased and how the necessity to purchase them relates to Covid. I plan to recommend the storage containers as allowable, however, they will not be able to be included in the 20% set aside for learning loss. You could remove the storage containers all together or put them in their own line item that is not designated as part of the 20%. Please also explain how this line item differs from line 45.



# ESSER III APPLICATION FOR D0408

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Marion-Florence	101 N Thorp, Marion, KS 668611125	101 N Thorp, Marion, KS 668611125
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lee Leiker	lee@usd408.com	(620) 382-2117

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Kristi Mercer	Clerk of the Board	mercekri@usd408.com	(620) 382-2117
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Jordan Metro	metrojor@usd408.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1522681/USD\\_408\\_Plan\\_1-19-22\\_BOE\\_\\_Approved\\_\\_1\\_.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1522681/USD_408_Plan_1-19-22_BOE__Approved__1_.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We would like to purchase some new touchless water fountains to help eliminate possible exposure points. We would also like to purchase a couple of additional school buses and an activity bus to allow for social distancing on buses. We would be able to send multiple buses to a sporting event if needed as well as make some of our routes shorter to allow for fewer kids on a bus as well as shortened time on the bus.

We would like to replace our phone and intercom system to allow for better paging into classrooms as well as being able to contact classrooms without sending additional individuals into a room to make contact. This will be beneficial in the case of a quarantined classroom.

To assist with the increased testing and contact tracing that our school nurse does, we would like to hire a part-time nurse to assist with the nurse duties that are being neglected.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## **Students**

There are students included in the High School Building Improvement Team. We received feedback from students on what summer learning options were needed at the High School. During parent/teacher conferences in Spring of 2021 and Fall of 2021, students attended the conferences in some cases. They were allowed to contribute to the conference. They described their struggles with learning during the pandemic, especially when they were forced to learn remotely, or were missing school for quarantines. The students helped identify the subjects they struggled the most in, especially when learning remotely.

## **Families**

We sent a survey out to all parents asking for input on the District's response to the pandemic and what they suggested for improvements. All families had the opportunity to respond to the survey. We had 295 responses out of the roughly 350 families that would have received the survey. We received feedback on how online learning went during the initial part of the pandemic and most were agreeable that their children needed to be in the classroom learning new things, not just maintaining what they had already learned. They were also concerned with the safety of the buildings.

We also met with parents through our Building Improvement Team meetings to get more perspectives on how the funds should be spent. Each building had 2 - 5 parents on their Building Improvement Team. Parents at the BIT meetings shared concerns regarding social distancing requirements and learning loss during the online timeframe of the pandemic.

Parents were talked to during the parent/teacher conferences during the pandemic. The Fall conferences were mandatory, and we had high attendance at the Fall 2021 conferences. In some instances, the students were included in the conferences, too. While reviewing test scores from the previous year and the NWEA testing done in Fall 2021, parents shared their concerns with math scores going backwards in some cases or not increasing like you would expect them to from fall 2020 to spring 2021.

## **School and District Administrators including Special Education Administration**

The School and District Administrators met on a weekly basis to determine the needs of the District as it pertained to our ESSER III Plan. We discussed how to improve our facilities to allow for increased social distancing, air flow/ventilation and cleaning. We also discussed the learning loss that had taken place during the pandemic and worked on plans to allow for increased learning opportunities as well as targeting the areas that showed the most consistent learning loss. The group also discussed the need for retention bonuses to encourage our staff to continue working for the District and not leave education due to the added responsibilities we were placing on the staff as well as the health concerns.

School and District Administrators also reached out to their peers in other Districts to gain ideas on how other Districts were putting together their plans and what they were focusing on.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Principals met with teachers in their buildings to discuss the needs within each building in regards to improving facilities for social distancing, cleaning, ventilation. They also reviewed test scores to help identify areas of learning loss that could be attributed to the pandemic. Teachers helped plan for summer school learning opportunities that could be offered to focus on the students that suffered the most learning loss and weren't covered by other summer school sessions.

The District School Improvement Team also met several times during the school year to discuss curriculum and ideas on how to address the learning loss as well as identifying curriculum they wanted to recommend to purchase.

## **Tribes**

Even though we do have some Native American Students, the number of families and students who are Native American is relatively small. We did not have any Native American families return our survey. We did visit with the parents and students of these families during Parent/Teacher conferences, and like many of our families, they are concerned about the safety of our schools and disinfecting of surfaces within our schools throughout the day.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out to the Kansas Action for Children to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights and the opening of schools for in person education. The Kansas Action for Children representative suggested we focused on the physical infrastructure of our schools to provide clean air and increased disinfecting, to provide as much touchless technology as possible in the daily operation of our schools, to address teacher retention, to focus on student nutrition, to limit visitors by doing virtual governance and communication, and to maintain as much social distancing as possible.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

District Administrator met with the County Health Nurse to formulate plans for what changes needed to be made to our facilities to help mitigate exposure.

We also work closely with our local Families and Communities Together organization as well as local social case workers to determine changes needed to help address the needs of our children in foster care as well as the underserved students in our District. This collaboration was during normal meetings that the Families and Communities Together organization conducted as well as informal conversations with the Director as well as a Prairie View Case Worker that our District works very closely with.

We have worked with our Site Councils to discuss and develop safety strategies and support plans to reopen schools safely and to adjust our educational plans and policies to meet the needs of our various student subgroups. We are working closely with our Special Education Cooperative (MCSEC) to implement strategies for improved learning for our students on IEP's and students with disabilities, while maintaining safe and healthy educational environments. This includes regular meetings with Special Education Teachers, School Psychologists, and Counselors to quickly address needs of special education students and our English Language Learners. In developing our ESSER support plan, we have coordinated with the Marion Police Department to identify homelessness or any incarcerated within our district in order to quickly contact these families and address their personal and educational needs. Most of our foster care students also have an IEP and are part of the group that are benefitting from intervention strategies utilized through special education for safe and supportive schools. Survey data from foster care families and migratory families not on an IEP, have similar concerns with the health and safety of students and will be addressed through strategies and plans that meet the needs of all students within the district.

### **Provide the public the opportunity to provide input and take such input into account**

Administrators and Board Members fielded questions and suggestions from the general public as they were approached at various events or in public settings. While we did not have a formal survey of the public, our administrators and board members have informally requested suggestions and feedback from the general public in their everyday dealings with the community. A large portion of our community are parents and grandparents of the children we serve and included in other stakeholder areas of this survey.

Feedback received included the need to address the learning loss that our students incurred during the pandemic, especially during the timeframe that we were forced to be remote learning. They also have expressed the need to retain quality teachers and staff to help keep a stable learning environment. They also indicated a need to address the mental well being of our students and help address the mental health issues that were created by the pandemic.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**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 408 has approximately 500 students PreK-12 enrolled at two attendance centers. The first attendance center is a PreK-5 building and the second location houses a 6-8 middle school and a 9-12 high school. In March of 2020, the school year abruptly changed due to the coronavirus and the remainder of the 2019-2020 school year was cut short and completed through remote learning. The shortened year and the remote learning did not meet the educational needs of most of the students. The start of the 2020-2021 academic year was delayed due to Covid-19 and the year also was plagued with considerable remote learning for the students. This delay and remote education exacerbated the instructional and educational loss for the students. The 2021-2022 school year was once again tormented with challenges due to the ongoing coronavirus pandemic. There were continual quarantines of both students and staff, low attendance rates, chronic absenteeism, disrupted learning, and significant learning loss.

Our high school ACT scores document continual declining scores in all tested areas. Math scores have fallen from 21.4 in 2018-2019 to 18.8 in 2021-2022. Reading declined from 22.3 in 2018-2019 to 19.5 in 2021-2022. English scores fell from 20.7 in 2018-2019 to 17.3 in 2021-2022. Science scores dropped from 21.2 in 2018-2019 to 19.4 in 2021-2022. STEM scores fell from 21.6 in 2018-2019 to 19.3 in 2021-2022 and the Composite scores went from 21.6 to 18.8 during the same time period. Historically, the ACT scores for district students have either risen or at least been sustained near the 2018-2019 levels and they have never consistently fallen across the board as the data currently shows.

Our NWEA testing data, as well as our FastBridge data from the spring of the 2021-2022 academic year have revealed two areas of concern: The range between the high performing student scores and the low performing student scores has broadened. Also, the number of students scoring in the "some risk" and the "high risk" categories has increased. These two concerns are evident in both reading and math in both the elementary school and the middle school.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We are providing afterschool homework assistance for grades 6-12 one day a week. This allows students to get additional one-on-one assistance if they need assistance. This helps students that are falling behind due to increase absences from being ill or quarantined. It also provides the opportunity for those students that are struggling with concepts in their classes due to learning loss that occurred during the previous two years and is impacting their level of understanding.

We are offering Summer School to the lowest 6-8 students who are not on an IEP in each grade level, grade K-5. We have always had a SPED Summer School, but this will hit the students that are not necessarily low enough to meet having an IEP, but do not meet the levels in the regular education classroom. The students were chosen through Fastbridge data and combined with the needs in each reading and math.

We are also offering a musical theatre summer camp for grades 3-12 to help offset missed opportunities in the fine arts during the past two and a half years.

We are also offering a math summer program for 8th graders going into high school to help them learn algebra to better prepare them for high school math courses. This population has suffered learning loss in math and are not as prepared for the high school math courses.

Over 20% of our ESSER funds will be used to address the negative academic impact that was created by the lost instructional time from Covid-19. We will be purchasing curriculum materials and STEM equipment to address learning loss. We will put a strong focus on core academic areas at all grade levels. We will be providing extra study times outside the school day where teachers will be available to help students regain educational levels that reflect our pre-coronavirus data. We will also provide online opportunities to help students who are struggling with coursework. In order that high school students will have the opportunity to still be on track to graduate as scheduled, we will use ESSER funds to provide credit recovery opportunities for students who need it. We will also be using ESSER funds to hire and train additional aides in order to provide additional one-on-one education for those students who show some of the greatest academic loss through the pandemic. Funds will also be utilized to purchase technology equipment to allow students greater access to the internet in order to access learning tools that will enhance learning outside the regular school day.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will pay a staff retention incentive to encourage our staff members to continue to work in our District. It has become increasingly harder to find teachers and support staff to be willing to work in the education setting due to the ever changing requirements of the pandemic as well as the personal health concerns.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Over 20% of our ESSER funds will be used to address the negative academic impact that was created by the lost instructional time from Covid-19. We will be purchasing curriculum materials and STEM equipment to address learning loss. We will put a strong focus on core academic areas at all grade levels. We will be providing extra study times outside the school day where teachers will be available to help students regain educational levels that reflect our pre-coronavirus data. We will also provide online opportunities to help students who are struggling with coursework. In order that high school students will have the opportunity to still be on track to graduate as scheduled, we will use ESSER funds to provide credit recovery opportunities for students who need it. We will also be using ESSER funds to hire and train additional aides in order to provide additional one-on-one education for those students who show some of the greatest academic loss through the pandemic. Funds will also be utilized to purchase technology equipment to allow students greater access to the internet in order to access learning tools that will enhance learning outside the regular school day.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$606,625	\$0	\$606,625	ESSER III Allocations	\$121,325
Approved Total	\$259,018	\$0	\$259,018	Approved Total	\$110,103
Amount Left	\$347,607	\$0	\$347,607	Amount Still Needed	\$11,222
In Review Total	\$107,226	\$0	\$107,226	In Review Total	\$35,226
Amount Left	\$240,381	\$0	\$240,381	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
408-3-0009	Direct	False	1000	110	4	\$72,000	Task Force Review
408-3-0010	Direct	True	1000	110	4	\$35,226	Task Force Review
408-3-0001	Direct	False	1000	110	4	\$87,500	Approved
408-3-0004	Direct	True	1000	610	12	\$5,036	Approved
408-3-0005	Direct	False	1000	610	12	\$55,822	Approved
408-3-0006	Direct	True	1000	110	4	\$105,067	Approved
408-3-0008	Direct	False	1000	610	7	\$5,593	Approved

## Line Item Details

Line Item ID: 408-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERF

**Account Number**

6510001100000000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

In order to encourage staff to remain with our District to reduce the amount of turnover, we would like to provide a retention pay to our staff. While continuing to address the learning loss our students incurred during the pandemic, it is important to have consistent staff. Having consistent staff will help enable us to deliver seamless instruction for our students.

We would like to make the following payments:

Certified Staff - 43 staff - \$43,000 and anticipate paying this on 6/15/2023

Classified Staff - 33 staff - \$29,000 and anticipate paying this on 6/25/2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$72,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$72,000</u>

**Status**

Task Force Review

Line Item ID: 408-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERF

**Account Number**

6510001100000000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our Fastbridge, State Assessments, and local assessments showed our middle students have fallen behind in math and ELA due to lost instructional time and remote learning time that were a direct result of Covid.

In school year 2021-2022 we added a part-time aide position to our middle school staff to help address learning loss that was identified in that age group. This position was added to specifically help students in our lower math and ELA classes. By adding this aide position, we were able to have someone available for those students that suffered learning loss but do not have an IEP to allow them para support. This also gave us the flexibility to have extra support for those with IEPs as well. Our low income and students with disabilities make up the majority of our lower level math and ELA classes. Having an aide available that can work with our students that have been identified as having significant loss will give them additional opportunities to overcome the learning loss they experienced during covid. We utilized this position for 2022-2023 as well.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$17,333
<b>Budgeted Expenditures in SFY 2023</b>	\$17,893
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,226</u>

**Status**

Task Force Review

Line Item ID: 408-3-0001



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERF

**Account Number**

6510001100000000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenditures were for retention pay for our staff. We wanted to encourage staff to remain with our District so that we didn't have a high turnover. With the learning loss our students incurred, having a consistent staff would enable us to deliver seamless instruction to address the needs of those students.

Certified Staff - 54 staff \$53,500, paid 12/14/2021

Classified Staff - 40 staff \$34,000, paid 12/20/2021

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$87,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$87,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional premium pay information regarding the incentive, the number of staff to be paid (reported in categories if applicable), the premium pay amount(s) and the anticipated payment date.

Line Item ID: 408-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERF

**Account Number**

6510001100000000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This program is for intensive phonics training for grades 3 - 5. This will help address learning loss that was identified as a result of the pandemic. Utilizing our Fastbridge testing data combined with observations, we identified groups for MTSS that will use this new curriculum. The MTSS groups serve students with disabilities as well as regular education students that are struggling with reading.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,036
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,036</u>

**Status**

Approved

Line Item ID: 408-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERF

**Account Number**

6510006100000000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The new math curriculum for PK-5th grade was specifically purchased to target areas in which our Fastbridge, State Assessments, and local assessments showed our elementary students have fallen behind due to lost instructional time and remote learning time that were a direct result of Covid. The new math curriculum is designed to provide increased remedial and review material, while also progressing students with the essential knowledge to be prepared for each upcoming year. While our data shows overall learning loss in math, our students with IEP's suffered significant loss, which we believe this math curriculum addresses well. Ultimately, this new math curriculum is essential to help us to recover the documented learning loss suffered through the Covid years in order to get elementary students properly prepared to be successful in middle school and high school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$55,822
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55,822</u>

**Status**

Approved

Line Item ID: 408-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERF

**Account Number**

6510001100000000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our Fastbridge, State Assessments, and local assessments showed our elementary students have fallen behind due to lost instructional time and remote learning time that were a direct result of Covid. In school year 2021-2022 we added a third section to our fifth grade for that year to help address learning loss that was identified in that specific grade. This grade had overall learning loss but the students with IEP's suffered significant loss. We felt that giving this class a lower teacher to student ratio would help them gain back some of the learning loss they experienced and give them a better chance of being successful in middle school the following year.

In school year 2022-2023, we took that extra teacher and created a Title I Math program to address the learning loss for the elementary students as a whole. Having a Title I teacher that can work with our students that have been identified as having significant loss will give them additional opportunities to overcome the learning loss they experienced during covid. Our low income and students with disabilities make up the majority of our Title I Math students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$49,864
<b>Budgeted Expenditures in SFY 2023</b>	\$55,203
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$105,067</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSERF

**Account Number**

6510006100000000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The District has increased the amount of cleaning and disinfecting in our buildings since the start of the pandemic. This particular item is for the cleaning chemicals we purchased for cleaning during the first semester of SFY2023. This would include disinfectants, hand sanitizer, hand soap and mopping chemicals.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,593
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,593</u>

**Status**

Approved

# ESSER III APPLICATION FOR D0419

Status  
Approved

## KSDE Application Comments

20% - KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Canton-Galva	109 S. Main, Canton, KS 674280317	P.O. Box 317, Canton, KS 674280317
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jim Struber	struberj@usd419.org	(620) 628-4901

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jim Struber	Superintendent	struberj@usd419.org	(620) 628-4901
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Cheryl Boesker		boeskerc@usd419.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://drive.google.com/file/d/1wfuTfoWSq3N93n6A1LDMJZat9KFML7YJ/view?usp=sharing>

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

The ESSER I and ESSER II grant monies for our school district were used for several different, though critical need areas during the COVID-19 pandemic. Our remaining ESSER II monies are still being allocated in these areas during the remainder of this school year and the next (22-23). For instance, we revamped our instructional methods, technology, and software to assist in transitioning to remote or hybrid learning models, if needed. We hired or provided stipends, to existing faculty/staff to facilitate and coordinate educational efforts with remote or quarantined learners. Our calendar was revised last school year (20-21) to allow for additional faculty/staff preparation for possible hybrid/remote teaching environments. We made some minor, needed tweaks to assist us this year. Our school district also purchased PPE supplies – gloves, masks, sanitizer, sanitizing machines, desks, tables, desk/table partitions, other equipment, signage, etc., to allow for students to safely return to school. This past summer, we developed and offered a counseling program for elementary and secondary students, an opportunity for summer school/credit recovery/reading tutorials for our elementary and secondary students, and with ESSER II and ESSER III monies we plan on continuing to offer these programs during the summers of 22, 23, and 24. We are also planning on introducing an after school program at the elementary school to provide student supports starting in the 22-23 school year.

This school year, 2021-22, we hired an at-risk coordinator at the junior/senior high school. ESSER II and ESSER III funding would support this position for three total school years – through the 23-24 school year. Additionally, we made an adjustment to the ESSER II grant to provide our faculty/staff with a retention incentive/premium pay stipend to reflect the extraordinary efforts on their part during this school year with the Delta (and now Omicron) variant causing chaos and uncertainty.

USD 419 would like to utilize our ESSER III funding to impact and improve student learning and to also continue to provide a safe, learning environment. Our school board continues to review our reopening plan monthly, and then making safety decisions as we go based on the data. In September 2021, we applied for and received a KDHE grant to provide student and faculty/staff testing – test to know and test to stay and learn. Also, based on input from the various stakeholders within our school district and community, we will focus our ESSER III funding recommendations for our school district to address potential learning loss due to COVID-19 with existing personnel support and some additional personnel, additional assessment or curricular software purchases, supplementary materials for students and faculty, revisions to our core curriculum – primarily math and reading, improvements to ventilation in some classrooms, workrooms, and offices, additional summer school opportunities for students and/or after school tutorial programs, additional PPE type equipment, possibly support for our continued testing efforts if the KDHE grant is no longer available in 22-23, promotional programs to inform our patrons of our efforts.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

We have student representation in our district site council meetings, and they meet on a regularly scheduled basis. Our site council met on the 9/22/2022 and discussed the ESSER III grant process and provided us with their recommendations and suggestions.

#### District Site Council Meeting

The ESSER III grant was also discussed by our district site council on the 22 September, and I asked them to consider and provide input on where to spend the grant money:

- Summer learning programs
- After school tutoring programs
- Additional personnel support for academic intervention
- Additional behavior support and interventions
- Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- Expanded outside social and emotional/mental health services

• #1 by far that all agreed on was personnel. We need more staff at both buildings to serve the full needs of our district. From aides/paras to licensed staff so we have at least two teachers per grade. Everyone feels we are not able to serve our students as best as we could when we do not have appropriate staff.

Others were:

- Technology needs: online textbooks, software, technology needs digital, yearbook, etc
- STEAM lab- a dual purpose room that serves as an interactive room for students as well as professional development for staff.
- Outdoor space for learning, collaborating & older CGES student play area.
- Needs of full-time counselor and social worker at both buildings to collaborate and meet all needs of all students
- District promotion efforts with hired consultant

I also met with student council members and student leadership at the junior/senior high school. I asked them the following questions and received the following responses:

1. What's your favorite thing about USD 419?

I like how involved the community is, and how much the students and community care. No matter how big the event, they are still there to show their support.

I like the student to teacher ratio. Feels like family. Smaller class sizes - face to face I get better learning. I like that contact with the teacher.

My favorite thing about USD 419 is the people. The people in this district feel very welcoming. Growing up in Canton Galva since kindergarten I have grown to have a very good relationship with not only my classmates but all the faculty and staff also. I feel that our district is very welcoming. I also feel that our PBL class at Canton-Galva is doing very well for some students, me included. I have only been in this class for this year, and I have been lucky to work with some of the most hard working and caring students. The drive that they have in this class is like no other. I think they all strive in this class because they can pick what they learn. Which is another point that I talk about in the paragraph below.

2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? Currently the majority are going to curriculum, staffing, summer school/after school programming (22-23 and 23-24).

More staff members – student teacher ratio is still good. More teachers to teach classes. Hope the students are willing to learn. More teachers, maybe more students willing learning to learn.

I think we need more variety of classes. Business or computer classes. It would be nice to have a business teacher at the JSHS.

I think that what we have now is okay, but we can build on what we currently have. For example, we are just getting by with the number of paras we have. Some kids that need paras are going without because we don't have enough to help everyone at the same time. I also think our funds could be used to provide more widespread classes. We could provide a language class (Spanish) maybe, instead of the online classes. Some people may not benefit from online classes like other people do. I personally want to take language classes, but know that it might be hard because I struggle with online classes. We also could start kids out on a path of what they are most interested in at a younger age instead of forcing them to take classes based on their grade level. I feel as though as long as they have all their credits to graduate, they should be able to choose what classes they want to spend their four years studying.

3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?

More electives and class choices, this goes with extra teachers for more variety – business teacher cited. FBLA – organization.

I think the main thing we should remember while funding is that we all have different interests and that we are all different in our own ways. Some people may want to study different things than other people, but if we don't offer things that will help them in their future, they may not be able to strive like they want. Also, we could offer more after school clubs. Some people at our school don't like interacting with sports. I feel as though we could keep them better engaged if they are doing an after-school club of whatever interests them.

Spread out our funding out on what student's needs.

Extracurricular activities.

Teacher lounge cited as a project for teachers (Site Council goal or project) make things more private, cozy for teachers. If we put curtains in the windows of the teachers lounge, more privacy, less stressful for them.

4. Anything else you want me and USD 419 to know?

I think you could find another consistent student leader(s). We need to find more student government leaders with our underclassman.

I think I got all my points across. Thank you for listening to my thoughts, and I hope you take some of the things I say into consideration.



## **Families**

We surveyed our parents in late September/early October 2021. We sent a 'Canton Galva Schools Community Survey', google survey platform, via connect5 messaging to our parents/patrons.

Link to google survey: <https://forms.gle/N2Lx8B1G17D7ZmpY7>

We received 57 responses to this survey. This included open ended responses. The survey was adapted from a survey that a small school district in Western Kansas was able to acquire, and shared with us, and included nine components – 1) affiliation to Canton-Galva District; 2) are you a part of have relationships with any of the stakeholder groups (we received responses from most of the stakeholder groups below in this survey and the faculty/staff and community survey that followed), children/grade levels; 3) rate the importance of investments strategies for summer school, structured educational interventions, after school programs; 4) other investments considered, investment strategies for learning materials (online, core math or ELA, Science, Social Studies); 5) investments in technology (update technology in general, 1:1, internet access); 6) investments in SEL curriculum, parent resources, teacher training, school counselors; 7) investments in other support personnel and teacher retention; 8) investments in operations and facilities; 9) and investments in other support personnel and/or programs.

Summation of overall results of survey:

- 3) Structured educational interventions were indicated by a wide margin as being 'important'/'very important' – more so than summer school or afterschool programs.
- 4) Science, social studies, and core math/ELA curriculum were indicated as being 'important'/'very important', more so than online curriculum.
- 5) 1:1 and updated technology across the district were 'important'/'very important', more so than hotspots.
- 6) Training for teachers and school counselors were indicated by a wide margin as being 'very important'/'important', and parent resources and SEL as 'important'.
- 7) Teacher retention was indicated by a wide margin as being 'very important'/'important', as well as substitute teachers and support for specific programs as being 'important'/'very important'.
- 8). Facilities renovations and enhanced cleaning/ventilation were rated as 'very important'/'important' – this would include updated HVAC systems and air quality.
- 9) STEM programs were rated as 'very important'/'important'.

## **School and District Administrators including Special Education Administration**

McPherson County superintendents and our SPED director/assistant director meet on a regular, monthly basis. COVID planning, preparation, and mitigation programs have been discussed – and they need to be discussed. We have also collaborated with McPherson County Health and have met several times with them, too. Our discussions include the ESSER grant application(s) processes and recommendations for allocations of those resources within the county. We discussed the allocation of these resources to address learning loss, and how the different districts within the county may do this. We also discussed the application of premium pay or retention incentives, as school personnel have adjusted to some very stressful changes in routines and expectations due to the COVID-19 pandemic. Also, as an aside, we have also shared information within the Wheat State League schools on COVID planning, preparation, and mitigation programs – particularly with the testing grant offered by KDHE for school districts – which we applied for and were awarded this school year – September 2021.

Within our district, the information regarding the surveys of parents/patrons, faculty/staff, and community members has been discussed with school and district administrators, and the proposed allocation of the ESSER III grant to the various categories has been discussed and recommendations considered in this grant application. Our school board has also been apprised of the information from the surveys and the suggested recommendations on how to best utilize the ESSER III funds.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

We also surveyed our faculty/staff in late September/early October 2021. We sent a 'Canton Galva Schools Community Survey', google survey platform, via connect5 message. This survey was identical to the survey sent to parents/patrons (above) though the rationale wording was different to reflect a different audience – district faculty/staff and board members.

Link to google survey: <https://forms.gle/wzKv1sEvfCSLLUx5A>

We received 22 responses to this survey. This included open-ended responses. As mentioned earlier, this survey was adapted from a survey that a small school district in Western Kansas was able to acquire, and share, and included nine components – 1) affiliation to Canton-Galva District; 2) are you a part of have relationships with any of the stakeholder groups (we received responses from most of the stakeholder groups below in this survey and the faculty/staff and community survey that followed), children/grade levels; 3) rate the importance of investments strategies for summer school, structured educational interventions, after school programs; 4) other investments considered, investment strategies for learning materials (online, core math or ELA, Science, Social Studies); 5) investments in technology (update technology in general, 1:1, internet access); 6) investments in SEL curriculum, parent resources, teacher training, school counselors; 7) investments in other support personnel and teacher retention; 8) investments in operations and facilities; 9) and investments in other support personnel and/or programs.

Summation of overall results of survey:

- 3) Structured educational interventions were indicated by a sizable margin as being 'important'/'very important' – more so than summer school or after school programs.
- 4) Science, social studies were indicated by a wide margin as being 'important'/'very important', more so than core math and ELA – though this category was considered by most respondents as being 'most important', much less so for online curriculum.
- 5) Updated technology across the district were 'very important'/'important' by a wide margin followed by 1:1 and then hotspots.
- 6) Training for teachers and school counselors were indicated by a wide margin as being 'very important'/'important', followed by parent resources as being 'important' and then SEL curriculum.
- 7) Teacher retention was indicated by a wide margin as being 'very important'/'important', followed by substitute teachers as being 'very important'/'important' and then additional custodians as being 'important'.
- 8). Facilities renovations was rated as being 'important', followed by enhanced cleaning/ventilation were rated as 'important' – this would include updated HVAC systems and air quality.
- 9) STEM programs were rated by a wide margin as being 'very important'/'important'.

The ESSER III grant was also discussed by our district site council on the 22 September, and I asked them to consider and provide input on where to spend the grant money:

- Summer learning programs
- After school tutoring programs
- Additional personnel support for academic intervention
- Additional behavior support and interventions
- Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- Expanded outside social and emotional/mental health services
- #1 by far that all agreed on was personnel. We need more staff at both buildings to serve the full needs of our district. From aides/paras to licensed staff so we have at least two teachers per grade. Everyone feels we are not able to serve our students as best as we could when we do not have appropriate staff.

Others were:

- Technology needs: online textbooks, software, technology needs digital, yearbook, etc
- STEAM lab- a dual purpose room that serves as an interactive room for students as well as professional development for staff.
- Outdoor space for learning, collaborating & older CGES student play area.
- Needs of full-time counselor and social worker at both buildings to collaborate and meet all needs of all students
- District promotion efforts with hired consultant

Our district patrons were given the opportunity to provide input via surveys sent to community patrons, and we had persons identify as being affiliated with a tribe respond to the survey.

We also ran a Powerschool enrollment summary, and we do not have any students enrolled who identify as Native American. However, our school district has students who have attended and/or graduate Canton-Galva schools and I sought input with one of those graduates. I asked him several questions (below), and I included his responses.

Would you mind answering these questions? This is regarding how we use our ESSER III funds at USD 419. I was hoping for some good feedback from you.

1. What's your favorite thing about USD 419?

I would have to say the small-town schools, the parents and faculty more have a closer relationship. Everyone knows everybody. It is a village-type situation. He is a former Canton Galva student, though moved to McPherson and went to school at St. Joseph and then MMS and MHS and graduated from there. His siblings, brother and sister graduated from Canton-Galva. His father is a nurse, and they have a ministry.

2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? Currently the majority are going to curriculum, staffing, summer school/after school programming (22-23 and 23-24).

Person being interviewed is currently a local banker. He used to teach in the Haysville school district. We discussed what our proposed plans were for the ESSER III allocation, and he said curriculum and supports for students were very important. We discussed the need for ELA and math curriculum and upgrading this and using ESSER III monies to assist in this. We also discussed how important providing students with assistance and support in the classroom. He also mentioned the importance of infrastructure and making sure you have a strong infrastructure.

3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students? He said this is a tough question. The biggest thing is the communication between the staff and the parents and that relationship. If those relationships are strong, somewhat aligned in terms of the mission, that is a remedy for a lot of problems.

4. Anything else you want me USD 419 to know?

We discussed further his experiences as a teacher in a larger school district and compared this to growing up in a smaller community. He mentioned the rural community where he currently lives – he was a bank president in the Gypsum community - where he currently lives. He talked about his Native American heritage, and how his grandparents came from Texas. He talked about some of the racism his parents and grandparents experienced – like not being able to stay in a hotel. We also talked about banking, inflation, housing, and the overall higher cost of food.

## **Civil Rights Organization including Disability Rights Organizations**

I sought input and received input from the NAACP in Kansas and the Kansas American Civil Liberties Union. I did receive input from the ACLU (see below). I asked them several questions such as how we could become more informed on the needs of diverse groups and students, any training, how the COVID-19 pandemic impacted diverse groups, and what school districts do to be most helpful to diverse students and parents. I hope someone would be willing to answer the following questions:

1. How can USD 419 Canton-Galva become more informed on the needs of diverse groups and students?
2. Do you have any training available? Or know of any good ones?
3. How is the COVID-19 pandemic most impacting diverse groups?
4. What can school districts do to be most helpful to assist diverse students and parents?

There are resources to ensure that your staff is trained and informed about serving all students, and especially those in need. You may consider looking at ACLU's Know Your Rights (<https://www.aclu.org/know-your-rights/>) and the Learning for Justice resources geared specifically for educators (<https://www.learningforjustice.org/>). Esmie Tsang

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Our district patrons were given the opportunity to provide input via surveys which were sent out to the community via Facebook, and our all-call system – Blackboard Connect. We had patrons which were identified as having children with disabilities, foster care, and homelessness. We also reviewed our student records as well to identify students in the specific

categories. Our school district does not have any migratory students, or children who are incarcerated. With this information we were able to set up interviews with patrons who have children with disabilities, children experiencing homelessness, children in foster care, and English learners. They were asked the same set of questions during the interview timeframes:

Would you mind answering these questions? This is regarding how we use our ESSER III funds at USD 419. I was hoping for some good feedback from you.

1. What's your favorite thing about USD 419?
2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
4. Anything else you want us (USD 419) to know?

#### Children with disabilities

1. What's your favorite thing about USD 419?
  - a. The people, the teachers/staff, good team, easy to work with and come up with solutions, personal connection with our children, an amazing IEP group/team.
2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
  - a. Mental health services, therapist, therapy, curriculum, reading curriculum, new curriculum, curriculum geared toward students with special needs, after school program
3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
  - a. An after-school program so elementary students have a place to go, a child should have a voice, invest in good people, good people are important
4. Anything else you want us (USD 419) to know?
  - a. Classroom support for children with disabilities is important.

#### English learners

1. What's your favorite thing about USD 419?
  - a. Friends, classroom projects, loves school, loves going to school
2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
  - a. Reading and learning English is important, opportunities to learn
3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
  - a. Opportunities available to learn, keep learning especially in English and Reading
4. Anything else you want us (USD 419) to know?
  - a. I like (his) progress in school, I like how (he) is learning. We like the school. (He) has friends.

#### Children experiencing homelessness

1. What's your favorite thing about USD 419?
  - a. The students and people in the district. Enjoy the students, great kids (in district)
2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
  - a. Patron indicated they felt we were on the right track in how we were proposing to allocate the ESSER III funds.
3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
  - a. An emphasis on reading, writing and math was important – the ABC's. Students need to be able to read, write, and do math computations. Basic skills are very important.
4. Anything else you want us (USD 419) to know?
  - a. We have great students, this is a great community that cares about our students, there are a lot of hands-on activities for students.

#### Children in foster care

1. What's your favorite thing about USD 419?

- a. Good teachers, caring teachers, communication, find ways to help them
- 2. ESSER/Covid/Federal Funds- Are there any changes you'd like to see with how those funds are allocated? I outlined what we are proposing spending the ESSER III grant money – curriculum, support personnel, summer/after school programs/counseling, safety supplies, improved ventilation.
  - a. Therapy, counseling, mental health services
- 3. What is the most important aspect USD 419 should keep in mind as we use federal funding to help our students?
  - a. Listen to students, listen to students as they express their feelings, make sure they get what they need to be successful
- 4. Anything else you want us (USD 419) to know?
  - a. Classroom supports, classroom aides, keeping student(s) in the classroom

Other underserved students, I inquired with the Kansas Action for Children. I wrote them a letter for additional information and asked them the following questions:

- 1. How can USD 419 Canton-Galva become more informed on the needs of students and parents during the COVID-19 pandemic?
- 2. What can school districts do to be most helpful to assist students and parents?

I received a reply with rationale and examples from the President of the organization, John Wilson and he provided the following input on these areas:

Early Learning & Child Care and Family Support and Nutrition.

**Provide the public the opportunity to provide input and take such input into account**

We surveyed our community members in late September/early October 2021. We sent a 'Canton Galva Schools Community Survey', google survey platform, via our district Facebook page. This survey was identical to the survey sent to parents/patrons and faculty/staff/board members (above) though the rationale wording was different to reflect a different audience – community members.

Link to google survey: <https://forms.gle/jVoRTh5rTf4hV2kJA>

We received 3 responses to this survey. This included open-ended responses. As mentioned earlier, this survey was adapted from a survey that a small school district in Western Kansas was able to acquire, and share, and included nine components – 1) affiliation to Canton-Galva District; 2) are you a part of have relationships with any of the stakeholder groups (we received responses from most of the stakeholder groups below in this survey and the faculty/staff and community survey that followed), children/grade levels; 3) rate the importance of investments strategies for summer school, structured educational interventions, after school programs; 4) other investments considered, investment strategies for learning materials (online, core math or ELA, Science, Social Studies); 5) investments in technology (update technology in general, 1:1, internet access); 6) investments in SEL curriculum, parent resources, teacher training, school counselors; 7) investments in other support personnel and teacher retention; 8) investments in operations and facilities; 9) and investments in other support personnel and/or programs.

Summation of overall results of survey:

- 3) Structured educational interventions were indicated by a sizable margin as being 'important'/'very important', after school programs were considered 'important' – more so than summer school.
- 4) Core math and ELA were indicated by a wide margin as being 'very important', more so than Science, social studies – though this category was considered by most respondents as being 'most important', much less so for online curriculum which was considered to be 'somewhat important'.
- 5) Updated technology across the district were 'very important'/'important' followed by 1:1 and then hotspots – and all three being consider 'important'.
- 6) School counselors and SEL curriculum were considered 'important', and Parent Resources and Training for Teachers as being 'very important'/'important'.
- 7) Teacher retention was indicated by a wide margin as being 'very important', followed by substitute teachers and support for specific programs as being 'very important'/'important' and then additional custodians as being 'important'/'very important'.
- 8). Facilities renovations, enhanced cleaning and ventilation was rated as being 'important' and facilities renovations were considered 'important'/'very important'.
- 9) STEM programs and Special Education programs were rated as being 'very important'/'important'.

#### District Site Council Meeting

The ESSER III grant was also discussed by our district site council on the 22 September, and I asked them to consider and provide input on where to spend the grant money:

- Summer learning programs
  - After school tutoring programs
  - Additional personnel support for academic intervention
  - Additional behavior support and interventions
  - Additional instructional materials and resources (software, textbooks, curriculum, etc.)
  - Expanded outside social and emotional/mental health services
- #1 by far that all agreed on was personnel. We need more staff at both buildings to serve the full needs of our district. From aides/paras to licensed staff so we have at least two teachers per grade. Everyone feels we are not able to serve our students as best as we could when we do not have appropriate staff.

Others were:

- Technology needs: online textbooks, software, technology needs digital, yearbook, etc
- STEAM lab- a dual purpose room that serves as an interactive room for students as well as professional development for staff.
- Outdoor space for learning, collaborating & older CGES student play area.
- Needs of full-time counselor and social worker at both buildings to collaborate and meet all needs of all students
- District promotion efforts with hired consultant

## Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

**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 had an impact on all USD 419 Canton-Galva students, faculty/staff, and our community as a whole and continues to do so as we move into the 2022 school year, and then finish out the school year. Under the continuous learning plan developed in mid-March 2020 through the end of the school year in late May, our students learned remotely. This caused challenges for both students and our faculty/staff. The accountability for learning for our students was difficult across the board. We transitioned into the 2020-21 school year, with an adjusted calendar to reflect additional training/preparation for remote and/or hybrid learning. We had 8-10 remote learners, and a facilitator at the elementary and elementary and junior high school teachers providing lessons, instruction, guidance via Seesaw, Google classroom, Facebook, etc., As a district, due to the pandemic and a surge of cases, and subsequent quarantines, we transitioned to remote late November 2020 for a two-week period. We also brought the students back to in person learning to finish out that 1st semester.

During the second semester, we were in-person with a couple in class modified quarantine situations that faded away as we progressed through the school year and finished out the 2020-21 school year. We were feeling somewhat optimistic as that school year finished out and we were entering the summer months. As mentioned earlier, though, we had concerns with student absenteeism, apathy, learning loss, etc., stemming from the remote learning during the 'continuous learning plan' timeframe, and when we went remote for a brief time, late November 2020.

We implemented a credit recovery plan/summer school for the junior/senior high school during the summer of 2021 and 12 students were recommended for summer school at the junior/senior high school. Nine students attended, and three of them earned two semester credits, and six students earned one semester credit. Everyone that attended passed at least one course. At the elementary school, we implemented a tutoring program for students in kindergarten, 1st, and 2nd grade and identified for Title One reading services. This was implemented in June 2021. We also had summer school for students K – 6th grade in late July/mid-August. Attendance for both was at 95 percent, and scores across both segments of summer school – post test scores (Aimswest+) went up an average of 15 percent. With both the summer tutoring and summer school, our teachers taught 55 students, K – 6th grade. We also provided counseling services for students, K – 12th grade, and plan to more fully implement this for our 7th – 12th students during the summer of 2022, with the addition of the school counselor at the junior/senior high assisting with this, during the summer of 2022 – she was unavailable this past summer.

We will continue to hold credit recovery/summer school and counseling sessions for our students, K – 12th during the summer of 2022, 2023, and 2024 with the use of ESSER II and also ESSER III grant money. We will explore the feasibility of after school programs, at both buildings, though staffing (finding staff) for this remains a concern. At the elementary school, they are working on an after school program, and this is addressed by the recommended allocation for this program in our ESSER III grant application. At the secondary level, our at-risk coordinator works with students, 2x-3x a week, after school if they are struggling. We will review that program as well, as we transition into a tiered support system at both the elementary and junior/senior high school.

The COVID-19 pandemic has been more disruptive during the 2021-2022 school year, in terms of contacts and cases leading to quarantines. As mentioned earlier, we applied for, and received a KDHE grant to test students (antigen and PCR), and we have a 'test to know' and 'test to stay and learn' option. Our contacts and case numbers peaked in late September/October 2021. We keep records of cases and contacts and submit this information to the McPherson County Health Department and KDHE. At the start of the new year, 2022, we had to address a surge in COVID cases, especially with the introduction of the Omicron variant, alongside the Delta (and other). Our school board met in special session, twice during mid-January and we called school off a day due to the number of cases and contacts in both buildings. Adjustments were made by the CDC, then KDHE and McPherson County Health regarding quarantining and then contact tracing. Further adjustments or suggested models for districts that have testing programs were recommended in mid-February. Cases and contacts surged in January and then tapered off in February. The Federal mandate on masks for student transportation was lifted in late February and we made adjustments for that, as well. We are uncertain what the 4th nine weeks, summer, or the start of the 22 - 23 school year will bring. I would anticipate a new variant, or variants coming into the picture, and cases/contacts possibly spiking

again in the Fall/Winter 22-23. The ESSER III grant monies would allow for us to prepare for this, and those recommendations are also included our funding requests on how we would allocate the grant money.

USD 419 will continue to focus on addressing learning loss and student safety through the 1) addition of personnel – an at-risk coordinator at JSHS, and salary support(s) for classroom aides. Possibly, too, our COVID nurse – if the KDHE funding lapses after this school year. Also, through personnel, we would pay for additional premium/retention pay for faculty/staff especially if we have another round of stress, uncertainty, changing schedules, extra duties, etc., due to new COVID-19 variants and cases/contacts possibly spiking again in the Fall/Winter 22-23. 1a) Also, to address learning loss – the purchase of curriculum, assessments, and software to support the curriculum– ELA, math, social studies, and science instruction – and also summer school and after school activities. In terms of student safety, we would address some school repairs and improvements – new HVAC units with better filtration at both the elementary and junior/senior high school, and replacing several windows in both buildings to allow for better air circulation and air purification, and the continued purchase of supplies for cleaning, sanitation, and if necessary, to support our COVID-19 testing efforts if our KDHE grant

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**



Our faculty and staff at both buildings noticed that after the return to school in 20-21 that a sizable portion of our students struggled with completing assignments, which impacted their grades. With some of our students, absenteeism and apathy increased. This was after a whole nine weeks plus of 'continuous learning plan' learning where we tried to teach students remotely at home – essentially that last nine weeks of school, of the 2019-20 school year. When we returned to school, August of 20-21, our teachers planned for hybrid and remote learning possibilities and there were numerous COVID-19 safety measures in place at the school too. This undoubtedly caused a lot of stress, tension, anxiety, etc., with both our student population, faculty/staff and parents/patrons. At the end of the 20-21 school year, with ESSER II grant monies we provide tutorial services for K, 1st, and 2nd grade students identified and already receiving Title I reading instruction. We also provided counseling services at the elementary level, and to a limited extent, secondary level during the summer of 2021. Due to a position vacancy, we hired a new junior/senior high counselor in July 2021. Both our elementary student advocate and JSHS counselor will provide the counseling supports during the summer of 2022.

During the 21-22 school year, our school district hired an at-risk interventionist at the junior/senior high school utilizing ESSER II funds. This person will assist students who are struggling with the completion of their assignments. We have a school social worker (student advocate) working full-time at the elementary, and a school counselor working full-time at the junior/senior high school. They also work closely together, as well. We will implement summer enrichment activities again, during the 2022, 2023, and 2024 school year. We are planning on introducing an after-school program at the elementary school, during the 22-23 school year. These opportunities will also be available to all of our students. If a parent requests assistance – academic or counseling, we should be able to provide it. Also, as a district, we have transitioned to the Fastbridge assessment(s) for math, reading and social emotional this school year, 2021-22. We have implemented a tiered support system in both buildings and are planning on working with the Kansas TASN MTSS support system, starting in late March 22, to further refine this process within our school district. The Fastbridge assessments, and then the evaluating of testing data, and then students placed in supports (Tier 2 or 3) will indicate to our elementary and junior high/high school faculty and administration who should be recommended for summer enrichment activities in math, reading, and social emotional support – counseling. The at-risk coordinator and high school counselor can help and provide supports to secondary students during the school year, and this has been extended to support a couple times per week after school is out for students needing assistance. At the elementary school, Tier 2 interventionists/support personnel can provide assistance to students during the school year, and an after-school elementary program can provide further supports. Finally, summer enrichment activities will also include continued student counseling. Both our elementary student advocate and junior/senior high school counselor will offer and provide counseling services to students during the summer of 22, 23, and 24 school years.

We are also actively exploring updates to our district mathematics, ELA, science, and social studies curriculum. We are working on a plan to replace our mathematics and ELA (primarily reading/literature) through two-year planning process. Our teachers in both buildings have been trained in blended learning practices, and they have prepared for the possibility of hybrid or remote learning environments. The purchase of the new curriculum will allow us to teach in-person, though also be able to make a transition – if necessary to those hybrid or remote learning environments.

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will address through some needed school repairs and improvements. We have two older HVAC units at the elementary school that could be replaced with better HEPA filtration. We have several interior classrooms in the high school that would benefit from better air circulation and filtration. ESSER III monies along with capital outlay funds would allow for them to be replaced. In both buildings, we have several windows (12) that need to be replaced to allow for better air flow circulation. We plan on replacing those windows during the 21-22 school year, with ESSER III grant money. Finally, the continued purchase of PPE and supplies for cleaning, sanitation, and air purification filters. Our KDHE COVID testing grant runs through this school year. We are uncertain if it will continue the next school year, or the next. We just don't know. If necessary, ESSER III grant monies could support our COVID-19 testing efforts if our KDHE grant expires after this school year.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We will monitor our academic growth data in both buildings (Fastbridge, assessment scores, etc.). We will also monitor our student's social emotional data (SAEBRS, feedback from CharacterStrong implementation in both buildings). We are planning on introducing new ELA and math curriculums and software in both buildings. We will have started the Kansas TASN MTSS (multi-tiered system of supports) process, and the trainings and professional development will continue in both buildings during the 22-23 school year. This could be a multi-year process. Our teachers will have time to evaluate data and interventions, make and implement plans, and introduce and monitor any adjustments that are needed to make sure this is working for our students – all of our students. This time is embedded in our calendar with early release and in-service dates. We will review our summer and after school programs, as well as the role of our interventionists in both buildings as there will be a diverse variety of students working on disparate, individual skills.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$320,917	\$0	\$320,917	ESSER III Allocations	\$64,184
Approved Total	\$311,767	\$0	\$311,767	Approved Total	\$271,817
Amount Left	\$9,150	\$0	\$9,150	Amount Still Needed	\$0
In Review Total	\$9,150	\$0	\$9,150	In Review Total	\$9,150
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
419-3-0035	Direct	True	1000	110	12	\$9,150	Task Force Review
419-3-0001	Direct	False	2600	610	7	\$7,850	Approved
419-3-0002	Direct	True	1000	650	9	\$16,417	Approved
419-3-0003	Direct	True	2100	110	10	\$2,800	Approved
419-3-0004	Direct	True	2100	220	10	\$200	Approved
419-3-0005	Direct	True	1000	120	12	\$44,000	Approved
419-3-0006	Direct	True	1000	120	12	\$46,000	Approved
419-3-0007	Direct	True	1000	220	12	\$3,000	Approved
419-3-0008	Direct	True	1000	220	12	\$4,000	Approved
419-3-0009	Direct	True	1000	644	12	\$62,000	Approved
419-3-0010	Direct	False	1000	644	12	\$30,000	Approved
419-3-0013	Direct	True	1000	110	16	\$13,000	Approved
419-3-0014	Direct	True	1000	120	16	\$3,800	Approved
419-3-0015	Direct	True	1000	220	16	\$1,300	Approved
419-3-0016	Direct	True	2100	110	16	\$500	Approved
419-3-0017	Direct	True	2100	120	16	\$14,800	Approved
419-3-0018	Direct	True	2100	220	16	\$100	Approved
419-3-0019	Direct	True	2100	220	16	\$1,200	Approved
419-3-0020	Direct	True	2400	110	16	\$2,000	Approved
419-3-0021	Direct	True	2400	120	16	\$1,500	Approved
419-3-0022	Direct	True	2400	220	16	\$300	Approved
419-3-0023	Direct	False	2600	120	16	\$1,800	Approved
419-3-0024	Direct	False	2600	220	16	\$300	Approved
419-3-0025	Direct	True	2710	120	16	\$1,500	Approved
419-3-0026	Direct	True	2710	220	16	\$400	Approved
419-3-0030	Direct	True	1000	110	11B	\$48,600	Approved
419-3-0031	Direct	True	1000	220	11B	\$3,800	Approved
419-3-0032	Direct	True	1000	610	11A	\$600	Approved

## Line Item Details

Line Item ID: 419-3-0035

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Certified Salaries

**Account Number**

07-1000-110-350

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our preschool, kindergarten, 1st, 2nd, 3rd, 4th, 5th grade teachers, elementary building administrators, special education teachers (2) and speech language teachers signed up for the LETRS training offered by KSDE and the state of Kansas to address learning loss due to the COVID-19 pandemic. This training assists teachers with reading instruction and addresses potential learning loss in that area. This training is time intensive and these teachers have spent time outside the duty day on this training. In most cases, the exception being preschool (1), this is a two year process. This would provide a \$ 500.00 stipend for this training in May 2023 and also May 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,150
<b>Total Expenditures</b>	\$9,150

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 419-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Maint. Supplies

**Account Number**

07-2600-610-350

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Facemasks/PPE, Testing Supplies to help prevent the spread of COVID

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,850**Budgeted Expenditures in SFY 2024** \$2,000**Total Expenditures** \$7,850**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Finally, the continued purchase of PPE and supplies for cleaning, sanitation, and air purification filters. Our KDHE COVID testing grant runs through this school year. We are uncertain if it will continue the next school year, or the next. We just don't know. If necessary, ESSER III grant monies could support our COVID-19 testing efforts if our KDHE grant expires after this school year."

Line Item ID: 419-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Technology

**Account Number**

07-1000-650-350

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Technology Purchases - assist with the whole or partial purchase (along with district funds) of educational software such as Seesaw, Odysseyware, Studies Weekly, Moby Max, Lexia5 for our students. This software can be used for in-person, hybrid, remote learning, credit recovery - if need be.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,200
<b>Budgeted Expenditures in SFY 2024</b>	\$8,217
<b>Total Expenditures</b>	<u>\$16,417</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/6/22 - Please clarify which software will be purchased as well as the relationship to Covid-10 learning loss

Please list or describe planned purchases.

Line Item ID: 419-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Counselor Salaries

**Account Number**

07-2100-110-350

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Counselor Salaries for Summer Counseling Services

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,400**Budgeted Expenditures in SFY 2024** \$1,400**Total Expenditures** \$2,800**Status**

Approved

**Line Item Comment from KSDE**

Per Narrative: "Finally, summer enrichment activities will also include continued student counseling. Both our elementary student advocate and junior/senior high school counselor will offer and provide counseling services to students during the summer of 22, 23, and 24 school years."

Line Item ID: 419-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Soc. Sec.

**Account Number**

07-2100-220-350

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer Counselor Soc. Sec.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100**Budgeted Expenditures in SFY 2024** \$100**Total Expenditures** \$200**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Finally, summer enrichment activities will also include continued student counseling. Both our elementary student advocate and junior/senior high school counselor will offer and provide counseling services to students during the summer of 22, 23, and 24 school years."

Line Item ID: 419-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Non Cert. Salaries

**Account Number**

07-1000-120-350

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

At-Risk Coordinator to help student "Catch-up" or maintain grade level

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$22,000

**Budgeted Expenditures in SFY 2024** \$22,000

**Total Expenditures** \$44,000

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "The at-risk coordinator and high school counselor can help and provide supports to secondary students during the school year, and this has been extended to support a couple times per week after school is out for students needing assistance."

Line Item ID: 419-3-0006



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Non Cert. Salaries

**Account Number**

07-1000-120-350

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Tier 2 Interventionist(s) at the elementary school will provided tiered supports, daily, to elementary students during the school year, that will address learning loss amongst students, including vulnerable populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$23,000
<b>Budgeted Expenditures in SFY 2024</b>	\$23,000
<b>Total Expenditures</b>	<u>\$46,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Soc. Sec.

**Account Number**

07-1000-220-350

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Soc. Sec. for At-Risk Coordinator

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,500**Budgeted Expenditures in SFY 2024** \$1,500**Total Expenditures** \$3,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "At the elementary school, Tier 2 interventionists/support personnel can provide assistance to students during the school year, and an after-school elementary program can provide further supports."

Line Item ID: 419-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Soc. Sec.

**Account Number**

07-1000-220-350

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Soc. Sec. for Aides/Interventionist

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$2,000**Total Expenditures** \$4,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "At the elementary school, Tier 2 interventionists/support personnel can provide assistance to students during the school year, and an after-school elementary program can provide further supports."

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Curriculum/Textbooks

**Account Number**

07-1000-644-350

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Curriculum/Textbook Purchases - our school district curriculum committees have proposed new ELA and Mathematics curriculum to be purchased in 22-23 and 23-24 to address learning loss among students, including our vulnerable populations. Our plan would be to adopt a consistent, common curriculum platform, versus what we are currently using in the elementary and junior/senior high school. In analyzing our testing data, it is felt that a consistent platform across grade levels would allow for fewer gaps - standards-wise and ultimately improve assessment scores and assist in address learning loss from our COVID experiences in 2020, 2021, and this school year, as well.

For the upcoming school year, 2022-23, for the ELA platform we are planning to adopt Houghton-Mifflin's 'Into the Reading' series, K-6. This will allow us to have a unified curricular platform from kindergarten through 6th grade. The updated curriculum would allow for in-person, hybrid, and remote modes of instruction to be addressed - if need be. We will be using the same approach for the 7th - 12th grade mathematics and adopting textbooks and textbooks series from the same publisher - Savvas Learning Company.

We would adopt a similar approach for elementary mathematics and the junior/senior high ELA materials in 23-24 - a consistent, common circular platform.

We are going to purchase K-6 ELA and 7-12 mathematics curriculum this year, together roughly @ 60,000 total. The budgeted expenditures for SFY 2022 would account for 58 % of the cost. In 23-24 we would propose purchasing 7-12 ELA (grammar and literature), and K-6 mathematics. I would anticipate similar costs - collectively \$ 55-60,000, where the budgeted expenditures for SFY 2023 would account for 45-49% of the cost. The school district would assume the remainder of the costs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$35,000
<b>Budgeted Expenditures in SFY 2023</b>	\$27,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$62,000

**Status**

Approved

**Line Item Comment from KSDE**

4/6/22 Please supply the specific curriculum and it's relation to addressing learning loss as it is related to Covid-19.

Please list or describe curriculum to be purchased.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Curriculum/Textbooks

**Account Number**

07-1000-644-350

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Curriculum/Textbook Purchases - our school district curriculum committees proposed new ELA and Mathematics curriculum to be purchased in 22-23 and 23-24 to address learning loss among students, including our vulnerable populations. We have already purchased the K-6th ELA and 7th – 12th mathematics curriculum during the 22-23 school year utilizing ESSER III money to assist in the overall purchase. For the upcoming 2023-24 school year, we would like to purchase a prK-6th or K-6th mathematics curriculum (either a Houghton-Mifflin or Savvas Learning Company product) and reallocate the \$ 30,000 in ESSER III money that wasn't approved for capital purchases to assist in the purchase of this curriculum. The school district would assume the remainder of the costs. In analyzing our Fastbridge testing data, it is felt that common, consistent platform across grade levels would allow for fewer gaps, standards-wise. This would allow for us to adopt a consistent, common platform in both the elementary and junior/senior high school. This will ultimately improve assessment scores and assist in addressing learning loss from our COVID experiences in 2020 – 23, and the upcoming 23-24 school year. The updated curriculum would also allow for in-person, hybrid, or remote modes of instruction to be addressed - if need be. The school district would assume the remainder of the costs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved

Line Item ID: 419-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Teacher Salaries

**Account Number**

07-1000-110-350

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention of Staff Stipend - Certified. This would be a \$ 500.00 stipend per certified staff member for extra or supplemental duties to COVID-19 variant surges (probably in late Fall/Winter) in which certified staff will have adjustment of work schedules, increased/extra duties, and additional work-related stress until the surge of cases abates.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Non Cert. Salaries

**Account Number**

07-1000-120-350

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention of Staff - Non-Certified. This would be a \$ 300.00 stipend per classified staff member for extra or supplemental duties to COVID-19 variant surges (probably in late Fall/Winter) in which they will have adjustment of daily work schedules, extra duties/work assignments, and additional work-related stress until the surge of cases abates.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,800</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a breakdown of compensation.

Line Item ID: 419-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Soc. Sec.

**Account Number**

07-1000-220-350

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Soc. Sec. - Instruction for the certified and classified retention stipend. This would be for social security taxes that need to be withheld for both certified and classified staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,300
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,300</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please clarify which salary specifically this is in relation to.

Line Item ID: 419-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Counselor Salaries

**Account Number**

07-2100-110-350

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention of Staff Stipend - Counselors. This would be a \$500.00 stipend per counselor for 'extra' or supplemental duties to COVID-19 variant surges (probably in late Fall/Winter) where they will have adjustment of work schedules, additional student counseling requests due to stress, extra duties, additional work-related stress - until the surge of cases abates.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0017



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Nurses Salary

**Account Number**

07-2100-120-350

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID Testing Nurse/Aide Salary

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,400**Budgeted Expenditures in SFY 2024** \$7,400**Total Expenditures** \$14,800**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "Our KDHE COVID testing grant runs through this school year. We are uncertain if it will continue the next school year, or the next. We just don't know. If necessary, ESSER III grant monies could support our COVID-19 testing efforts if our KDHE grant expires after this school year."

Line Item ID: 419-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Support Staff Soc. Sec.

**Account Number**

07-2100-220-350

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Support Staff Soc. Sec. - Counselors/Nurses

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$100**Status**

Approved

**Line Item Comment from KSDE**

Please clarify which salary specifically this is in relation to.

Line Item ID: 419-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Support Staff Soc. Sec.

**Account Number**

07-2100-220-350

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Support Staff Soc. Sec. - Counselors/Nurses

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$600
<b>Budgeted Expenditures in SFY 2024</b>	\$600
<b>Total Expenditures</b>	<u>\$1,200</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please clarify which salary specifically this is in relation to.

Line Item ID: 419-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III School Adm. Salaries

**Account Number**

07-2400-110-350

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention of Staff Stipend - This would be a \$ 500.00 stipend for building/district administration for 'extra' duties due to COVID-19 variant surges (probably in late Fall/Winter) where we will have adjustment of daily work schedules and extra duties necessary to keeping the building/district open for in-person learning and additional work-related stress until the surge of cases abates.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III School Sec. Salaries

**Account Number**

07-2400-120-350

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention of Staff Stipend - Secretaries. This would be a \$ 300.00 stipend per secretarial staff for extra I duties to COVID-19 variant surges (probably in late Fall/Winter) in which they will have adjustment of daily work schedules, extra duties/work assignments, and additional work-related stress until the surge of cases abates.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Soc. Sec.

**Account Number**

07-2400-220-350

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Adm. - Soc. Sec.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$300
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$300</u>

**Status**

Approved

Line Item ID: 419-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Custodian Salaries

**Account Number**

07-2600-120-350

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention of Staff Stipend - Maintenance. This would be a \$ 300.00 stipend per maintenance staff member for extra cleaning duties to COVID-19 variant surges (probably in late Fall/Winter) in which they will have adjustment of daily work schedules, extra duties, varying work assignments, and additional work-related stress until the surge of cases abates.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,800</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Custodian Soc. Sec.

**Account Number**

07-2600-220-350

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Maint. Soc. Sec.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$300
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$300</u>

**Status**

Approved

Line Item ID: 419-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Bus Driver Salaries

**Account Number**

07-2710-120-350

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention of Staff Stipend - Bus Drivers. This would be a \$ 300.00 stipend per classified (transportation staff) for 'extra' or supplemental duties to COVID-19 variant surges (probably in late Fall/Winter) in which classified staff (transportation staff) will have adjustment of work schedules, extra duties/driving assignments, adjusted or revamped routes, and additional work-related stress until the surge of cases abates.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Bus Driver Soc. Sec.

**Account Number**

07-2710-220-350

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Bus Driver Soc. Sec.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$400</u>

**Status**

Approved

Line Item ID: 419-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Teacher Salaries

**Account Number**

07-1000-110-350

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After-School Salaries to help kids "Catch-up" or maintain Grade level

The elementary After school program would be held Monday through Friday from 3:35 p.m., until 5:00 p.m. (1.5 hours/day).

Proposed staffing would be up to three staff members (\$ 15.00/hr.), ideally a 10/1 student teacher ratio.

This program would offer structured learning time, activities, and snacks for those students participating in the after-school program.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$24,800

**Budgeted Expenditures in SFY 2024** \$23,800

**Total Expenditures** \$48,600

**Status**

Approved

**Line Item Comment from KSDE**

Please provide a breakdown of staff compensation.

Line Item ID: 419-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Soc. Sec.

**Account Number**

07-1000-220-350

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After-School Soc. Sec.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,900**Budgeted Expenditures in SFY 2024** \$1,900**Total Expenditures** \$3,800**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "We are planning on introducing an after-school program at the elementary school, during the 22-23 school year. These opportunities will also be available to all of our students."

Line Item ID: 419-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Teaching Supplies

**Account Number**

07-1000-610-350

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After-School Teaching Supplies

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$300**Budgeted Expenditures in SFY 2024** \$300**Total Expenditures** \$600**Status**

Approved

**Line Item Comment from KSDE**

Per narrative: "We are planning on introducing an after-school program at the elementary school, during the 22-23 school year. These opportunities will also be available to all of our students."





# ESSER III APPLICATION FOR D0432

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Victoria	1105 10th Street, Victoria, KS 67671	1105 10th St., Victoria, KS 67671
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Kimberly Woolf	kimberlywoolf@usd432.org	(785) 735-9212

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Melissa Schmidt	Board Clerk	mschmidt@usd432.org	(785) 735-9212

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd432.org/vnews/display.v/ART/61421cf36c72d>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 432 worked with the Ellis County Health Department meeting regularly with a cohort group including medical providers at Hays Hospital and other administrators from surrounding school districts for guidance related to safely operating in-person learning for this year and past two years. The goal is to remain open to allow us to provide quality instruction and keep the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE and KSDE to ensure that our expenditures align with best practice, help address learning loss, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plan needs. We continue to improve our cleaning and sanitation practices implemented during the height of the pandemic.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

Students participated in the online community surveys, which were open to any student who wanted to respond. These surveys were sent out via notifications using our messenger platform and email through Schoology as well as being posted on the school webpage.

In addition, the superintendent of schools met with students of VHS by class to discuss the process of ESSER funds and how these funds could be used. Again, students were encouraged and 23 students, out of 76 (30%), used the link sent to them via email to fill out the survey that helped show what students deemed important. From this survey, the following was asked for most from our students: improvements to the industrial arts/ shop room, ventilation to our HS Gymnasium, more opportunities for elective programs/ CTE/ hands-on, and keeping great teachers in our district.

Our ESSER III plan has taken into consideration all of these items and provided for them.

Students who are part of Site Council at the elementary (VES) and high school (VHS) were involved in discussion about the ESSER III Survey results.

## **Families**

The building Site Councils met in 2021 sharing out how much funding our district was awarded for ESSER III. The website showing amounts for each Kansas district was shared and there was open discussion at the meeting on the criteria for funding awarded. The first posting of the Community ESSER III Survey on the school USD 432 Facebook received limited responses (6).

Again, in the Fall of 2022, the district posted the survey to parents, students, and community via our website messenger application, email and on our school Facebook and Twitter accounts. We choose these methods because 95% of our parents report they have Wi-Fi at home, 99% a smartphone, and 76% said this was their preferred method of communication. Results were shared at a District Site Council Meeting afterward to review the ESSER III Community Survey results. This provided 43 responses from the approximate 80 families (54%) in USD 432.

The 43 responses breakdown included 35 parents, 17 community members, 8 business owners, 1 alumni, and 2 student responses. Results for grade levels responding showed 77% from PreK-6th grade, 54% from 7-12th and 5.7% from grades 9-12th. The most requested items of the surveys revealed that this group was most interested in: Interventions/ Personnel for academic interventions, Personnel/ Teacher Retention, Updating Ventilation, and Math /ELA Curriculum. Other requested items supported investments in the following: Training for Teachers, School Counselors, and SEL curriculum.

The ESSER III Funds will be focused on additional Intervention staff, Ventilation improvements, and professional development for teachers.

## **School and District Administrators including Special Education Administration**

All administrators (2) had a hand in developing the ESSER III plan, thus there was approval of the plan.

The district also collaborated with Principals and admin met with Kyle Carlin, SpEd Director to discuss needs from the survey results during our WCKSEC Council of Superintendent meetings to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process.

The elementary building administrators has contributed thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan:

Interventionist PreK-12, Ventilation Equipment, and Professional Development focused on evidence based strategies to address learning loss.

These have all been taken into consideration and are part of our ESSER III plan. Other needs included ELA and Math Curriculum.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

In addition to administering the ESSER III survey to all teachers, we talked to 100% of our teachers during monthly Professional Learning Community meetings to learn about the authorized uses of ESSER funds and open dialogue about the staff identified needs. There were 27 responses from 35 staff (77%) on the ESSER III Teacher survey, The superintendent met with our KNEA teacher's union, and their areas of need were shared during an open monthly BOE meeting.

The USD 432 Directors/Leadership Team (including non-certified and custodial staff) provided input expressing their major areas of need as: Improvements to our Industrial Arts/ Wood Shop, Ventilation for our HS Gymnasium, Healthy Physical Environment supports: PPE / Cleaning supplies / Air purifiers, Water softener systems to allow for improved facilities, and Kitchen improvements. These have all been taken into consideration and are part of our ESSER III plan.

USD 432 administrators (K-6 principal & HS Principal/ Superintendent) had a hand in gathering and evaluating the input from surveys, and developing the ESSER III plan.

Again, the district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process by meeting frequently with discussions to support the need for additional instructional supports.

## **Tribes**

There is no tribal land within our district boundaries. I also included demographic information on the survey, and one student self reported affiliation with a native American tribe. This affiliation was not recorded in our ENRL data provided by parents/guardians.

I also emailed [tina.townley@osagenation-nsn.gov](mailto:tina.townley@osagenation-nsn.gov) to ask if there were any preferences for use of funds. At the time of this application, we have not received a reply.

## **Civil Rights Organization including Disability Rights Organizations**

We have no known civil right organizations within our district boundaries. I also included demographic information on the survey, and one student self reported affiliation with a civil rights organization. This student indicated additional electives, online curriculum, and additional custodians as "very important."

We contacted the Kansas Action for Children we received information from Jessica Herrera Russel. She suggests considering how ESSER funds could support programming for 3- and 4-year-olds so that they're less likely to fall behind academically. Early Learning and Childcare have been topics we've addressed by adding back our preschool and extending it to full day for 4 year olds. Also, she suggested considering the home environment to which students return.

Additional social emotional curriculums and added home-school supports were areas we consider important as well, but were not able to include in our requested resources for funding with ESSER dollars.

All these voices were considered and represented in our ESSER III plan.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have collaborated with Social Workers and Educational Advocates from St. Francis Agency, the USD 489 Alternative School, Kansas Department of Families, for our four elementary and two high school students in foster care. When speaking with a representative from these agencies they felt the following would be beneficial for students: After School Programs, Parent Resources, Social Worker/Counselor supports, Professional development in trauma informed care, and Transportation.

Teachers and parents of these students were included in site council meetings and invited to complete the surveys. We also spoke in person to two of our foster families who supported the interventions of additional staff for interventions, Social Worker/ Counselor supports, professional development in trauma, and After School Programs. One parent indicated the biggest need was support from professionals who are trained in severe behaviors and social emotional needs for the students.

Children with IEP/disabilities were represented in our community and student survey.

We have one student meeting the homelessness criteria; that student was not represented in our student survey. The Homeless Coordinator from USD 432 recognizes the need for professional development with staff to understand trauma informed care and the need for additional social emotional supports for these subgroups of students .

We currently do not have students who are ELL, migratory , or incarcerated. However, all other groups had respondents and their voices are represented in our ESSER III plan.

### **Provide the public the opportunity to provide input and take such input into account**

USD 432 posted a survey on our USD 432 Facebook and USD 432 Twitter asking and inviting public input more than once. ESSER III were agenda items on multiple BOE meetings.

There were 49 total responses to the surveys. The results were shared and discussed at District Site Council meetings which were open to the public to review the ESSER II and III plan in 2021 and 2022. The most requested items of the survey revealed that: Facilities upkeep was important with upgraded ventilation being a priority; Additional staff for intervention; Teacher retention and professional development were high ranking as well.

These have all been taken into consideration and are part of our ESSER III plan.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**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 us to retain two kindergarten teachers and split first grad to address learning loss. With small funding opportunities connect 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 students) and a part-time interventionist.

Returning from 2019-20's remote learning and 2021-22's social distancing and masks, students who 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.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

We are going to hire an interventionist for 2022-23 and 2023-24 (an extension from ESSER II funds.) We are going to hire an additional interventionist for the 7-12th grade students to assist the Tier 2 & 3 students and students with disabilities who have suffered from learning loss. Staff will be trained in evidence based strategies including MTSS, LETRS and PLC+ to address the needs of Tier 2 & e students and students with disabilities who suffered from learning loss.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Ventilation for the Industrial Arts/ Wood Shop will be purchased with the remaining ARP ESSER funds. This well to help mitigate COVID 19 particles and provide ventilation to this wing of the high school building. By purchasing larger welding booths, students can access them individually and provide social distancing to mitigate COVID 19 viruses.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We are hopeful that data will show fewer students in Tier 2 and 3. We hope to see more students in the higher levels of performance in the KAP and on ACT results. Less students in the lower levels of those assessments, and less students needing interventions. In essence, more students will be able to be successful with Tier 1 teaching strategies.

In addition, fewer students with sickness and absences will reduce learning loss.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$176,977	\$0	\$176,977	ESSER III Allocations	\$35,396
Approved Total	\$117,591	\$0	\$117,591	Approved Total	\$105,593
Amount Left	\$59,386	\$0	\$59,386	Amount Still Needed	\$0
In Review Total	\$59,386	\$0	\$59,386	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
432-3-0003	Direct	False	4600	450	14	\$59,386	Task Force Review
432-3-0004	Direct	True	2200	300	16	\$10,000	Approved
432-3-0005	Direct	False	2300	120	16	\$2,000	Approved
432-3-0006	Direct	False	1000	700	13	\$9,998	Approved
432-3-0001	Direct	True	1000	110	12	\$69,000	Approved
432-3-0002	Direct	True	1000	120	12	\$26,593	Approved

## Line Item Details

Line Item ID: 432-3-0003

### Allocation Type

Direct Allocation

### Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

### Account Name

ESSER III-Capital Improvement

### Account Number

45-4600-450

### Function Code

4600 - Site Improvement

### Object Code

450 - Construction Services (Outside Contractors)

### Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

### **Please describe the expenditures within the account and how they will address a COVID-19 need**

Installation of air ventilation system to mitigate COVID 19 virus particles.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$59,386

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$59,386

### Status

Task Force Review

### **Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 432-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III-Prof. Dev.

**Account Number**

45-2200-300

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Development for staff on evidence based instructional strategies to address student learning loss. To include, but not limited to LETRS, PLC+ and MTSS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Approved

Line Item ID: 432-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III-Non-Certified Salaries

**Account Number**

45-2300-120

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Indirect cost of paying for staff to manage ESSER III application, purchases and accounting.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

This is an indirect cost.

Line Item ID: 432-3-0006



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III-Equip

**Account Number**

45-1000-700

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

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.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social distancing to mitigate COVID 19 viruses by purchasing welding booths. (5@ \$1999.60 ea.)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,998
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,998</u>

**Status**

Approved

Line Item ID: 432-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III-Certified Salaries

**Account Number**

45-1000-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Interventionist to provide instruction to Tier 2 and 3 and students with disabilities because of learning loss during COVID 19. Includes employer costs and taxes/benefits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$34,000
<b>Budgeted Expenditures in SFY 2024</b>	\$35,000
<b>Total Expenditures</b>	<u>\$69,000</u>

**Status**

Approved

Line Item ID: 432-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III-Non-Certified Salaries

**Account Number**

45-1000-120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Student Support personnel to provide instruction to Tier 2 and 3 and students with disabilities because of learning loss during COVID 19. Includes employer costs and taxes/benefits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$26,593
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<b>Total Expenditures</b>	<u>\$26,593</u>
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**Status**

Approved

# ESSER III APPLICATION FOR D0475

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Geary County Schools	123 N. Eisenhower, Junction City, KS 664410370	P.O. Box 370, Junction City, KS 664410370
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Reginald Eggleston	reginaldeggleston@usd475.org	(785) 717-4000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Marilee Fredricks	Chief Financial Officer	marileefredricks@usd475.org	(785) 717-4050
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Reginald Eggleston	reginaldeggleston@usd475.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Ardena Carlyon	ardenacarlyon@usd475.org		

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<http://www.usd475.org/2021/07/16/2021-2022-covid-19-mitigation>

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

A) Geary County Schools offers voluntary use of masks for students in all school building.

The USD 475 Board of Education will review the Way Forward document in future board meetings as needed. Any changes to health and safety policy will be outlined in that document and updated on the District Plan.

(B) Geary County Schools will provide for health care providers in each student attendance center (Pay the salaries of nurses and the four (4) nurse aids) to support any COVID breakouts and testing.

(C) Handwashing and respiratory etiquette.

Geary County Schools, at the guidance of the CDC, knows that cleaning and hand hygiene are important to slow down the spread of COVID-19. The district will continue to clean and disinfect schools and requests frequent hand washing and hand sanitizing among students and staff. The buildings will continue to purchase masks and sanitizer supplies for students and staff as needed.

(D) Cleaning and maintaining healthy facilities, including improving ventilation.

Geary County Schools plans to maintain healthy facilities by continuing cleaning efforts made by janitorial staff to slow the spread of COVID-19. We will maintain our COVID-19 ventilation mitigation initiative.

(H) Appropriate accommodations for children with disabilities with respect to health and safety policies.

(I) Coordination with State and local health officials.

Geary County Schools plans to follow the CDC guidelines for K-12 schools as needed. The district works with local health officials, when the needs arise, to test and quarantine students, teachers and staff members who are exposed to COVID-19.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

Held meetings with parents: The district has conducted several meetings with community leaders, health professionals, parents, teachers, administrators, staff and military partners (stakeholders act every level). During each meeting we share updates concerning our procedures and safety measures. Additionally, we share data on the number of positive cases and students/employees quarantined. This year we met with stakeholders to discuss our plans for the 2021-2023 school years. . Each quarter we will meet with stakeholders to provide academic and safety and health updates. As we go through the update process we will utilize suggestions and recommendations made by participants. We have built a diverse cohort of participants who represent every constituency group in our community.

Additional Response: The district met with students and discussed academic supports needed to be successful. The students communicated that they needed more support with tutoring and would be interested in summer school if the district could make it fun and interesting. The students also stated they would like to build robots and cars, something fun that includes learning.

### Families

Response: Eighteen of our attendance centers have both a Site Council and a Parent Group. The titles of the parent groups vary among the buildings. Principals of these attendance centers have shared the USD 475 Strategic Plan with the parent groups and solicited their feedback regarding the needs of the buildings in regards to available resources. Through these meetings and conversations it has been noted that most of the parents concerns are in the areas of:

- Class Sizes- Parents are concerned with the number of students in the classrooms both at the elementary and secondary level. They requested that resources be spent to reduce the overall size of classrooms and or provide more assistance in the actual classrooms.

- Social and Emotional Support – Parents have requested their students have access to mental health workers in terms of counselors, social workers and therapist whereby they do not have to pay for these services outside of the school setting.

- Discipline of Students – Parents are concerned with the overall discipline of students within the building and want consequences for students who disrupt the learning of others. Discussions were held regarding more student support and hall monitors at all levels as well as professional development for teachers in how to respond to behavior challenges.

- Parent Education- Parents request the district utilize funds to provide more resources for parents in terms of speakers and educational learning opportunities.

Additional Response: The district conducted several (4) community meetings where the the agenda focused on the purpose and use of ESSER Funding. The district shared district data related to academics, attendance, and discipline. Concerns shared focused on building safety and social emotional opportunities. Families were also surveyed regarding their student needs. A State of Education parent and community meeting was held to share the current status of the district and to solicit feedback.

### **School and District Administrators including Special Education Administration**

Response: Our administrative team which includes all district level administrators, building level administrators and special education administration meet monthly to discuss the needs of our student and staff within the district. Full administrative meetings are held monthly and an additional elementary and separate secondary meeting are also held monthly. At each of these meetings we discuss the district academic goal, social and emotional goal, parent engagement goal and recruiting and retention goal

and discuss what resources are needed for the success of each goal and action steps as identified with the strategic plan. In these meetings, administrators analyze the relevant data to determine the needs of the students. From this analysis, the administration has determined the following needs:

- A comprehensive math curriculum that aligns with state standards for all Tier 1 students.
- A comprehensive math curriculum that provides specific supports for Tier 2 and 3 students embedded within a common curriculum across the grades.
- Professional Development for all staff in the area of mathematics both specifically correlated to the curriculum and for additional support.
- A review and implementation of a social studies and science curriculum that aligns with state standards and assessment outcomes.
- A PK-12 Social and Emotional Curriculum with built in professional development necessary for implementation.
- Social and Emotional support for students in the area of counselors, therapists, social workers.
- Multiple Summer School programs designed to assist with the academic gaps and social needs of students created by inconsistent enrollment and attendance.
- Building level academic tutors to address academic gaps in students during the school day.
- Academic tutoring sessions beyond the students day to address both academic and behavior needs of students.
- Professional Development for teachers in the area of meeting the needs of the students Post Pandemic.
- Credit Recovery opportunities for students not on track to graduate.
- Development of an expanded alternative school setting for students unable to function within the structures of the regular school for academics.
- Academic Coaches for teachers needing more support to meet student needs.

**Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Response: Principals engaged their school staff to include both certified and classified to discuss needs assessments of each building and how resources should be allocated. Staff who are members of the Junction City Educational Association (Union) were part of these monthly conversations. From the needs assessment and conversations, school staff identified these areas:

-Increased Compensations for certified and classified staff.

-Behavior support and professional development for school staff to meet the needs of the post pandemic learner.

-Additional staff to help support student needs terms of teachers, classroom support and behavior personnel.

Additional Response: The district offered Superintendent Listening tours. The tours were conducted twice in each of the eighteen attendance centers during fiscal year 2022. The district solicited feedback from teachers as to their perceptions of district needs in regards to ESSER funds. The conversations focused on incentive pay for teacher attendance and the incentive pay for Teacher recruiting and retention. The academic needs of student were also discussed and how the available funds could be utilized to remediate the gaps caused by COVID related concerns. The district also surveyed teachers regarding their professional development needs and summer school.

## Tribes

USD 475 does not have any identified Tribes. Within the district student population there are individuals that identify as Native American as their primary ethnicity.

Initially, the parents were part of the general invite the district communicated to all parents. Since then, the district changed the approach and the district invited parents/guardians to a meeting. During the various meetings with parents, the district discussed the purpose and use of ESSER Funds. Topics that came out of the meetings are below:

TA 1. How can schools encourage students to take advantage of the opportunities provided for students such as Saturday school, summer school, after school tutoring?

- Communication-emphasize the "why". Personalized and target- communicate in a way to engage and that is effective.
- Change perception of Saturday school- need to make it positive perception.
- Engaging activities/ teaching model- PBL (project -based learning.) Or inquiring- based.
- Partner with organizations and community care providers to meet students outside (take learning to students) Boys and Girls, YMCA, SAS, CYS, Libraries
- Vocational/ college opportunities. The involvement can make an impact; need to understand (concurrent enrollment) they "why" of importance. Ex: ACT, Summer school, etc.)
- Family and Parent guidance is crucial.
- What doors open with extensive or additional opportunities. Ex: Doors open with ACT and college classes. Offer more than base- classes maybe apprentices?
- Use of social media to effectively communicate between families and district Ex: (district community Facebook)
- S.S. & AS tutoring and Summer- needs to be rebranded and needs to be shared appropriately to all shareholders.
- Make sure all staff are knowledgeable about all programs and proactive about offering them.

TA 2. How does the district adequately inform parents of the necessity, opportunities, and importance of the ACT composite scores for all students?

- Share the data in a personal way.
- Information to tie in scholarships and opportunities
- Is the ACT necessary for all students? Experience/ exposure for high stakes situations and emphasis on test-taking strategies.

\* Incentive for coming to ACT prep for students. "Feed them they will come."

\*Provide workshops to families while students have an Act Prep.

TA 3. What community resources may exist to help students with these transitions?

- Summer transition program -put on by MS- KSU to partner with activities.
- Summer Camp program (transitioning)
- Community Fair- Summer sign up fair agencies set up a tent, to sign up for summer activities.
- JCPD Back to school Bash (we could partner)?
- Adopt a company- Ft. Riley partnership
- Ft. Riley ASPN program through CYS-tutoring
- Ft. Riley Liaison- promote more to her
- Boy's & Girl's Program

- Title 1 schools+ 21st Century
- Dorothy Public Library- online resources over 350 services to help with the community.
- 8th-9th grade "Bridge Program" transition -Success 101
- YMCA
- Use the 4H Sr. Citizen Bld.
- Parents as teachers
- Head start or something like it
- Families invited to the transition meetings with their students.

TA 4. How can the community help support the Center Pathways and trade programs at our schools and extend opportunities for trades and careers not in our community?

- Community engagement- Community partners with students in trade programs. Ex: Contractor assigned four students to discuss real life work in particular industry.
- Job shadowing opportunities (internships)- Futures 2000 (Careers at MS)
- If kids can't go out-can people come to the building
- Zoom expo
- Provide partnerships presentations in the evenings too.
- Authentic opportunities tied to our community
- More promotion OF Military
- Don't limit presenters to clusters
- Cross-curricula activities/ opportunities

TA 5. What does a rich rigorous secondary experience look like?

- Opportunities for everyone
- Find ways to connect students to the (real world)
- Expanding opportunities for trade experiences
- Connecting & exposing students to different trades and careers.
- Find ways to build on their strengths
- Classes applicable to trade paths
- Properly scaffold to more challenging opportunities.
- Prepared for the real world.
- Get students completely invested
- Real world experiences-relevant having soft skills.
- Tailored to IPS (Individual Plans of Study)
- Post-secondary preparedness
- Wide variety of extracurriculars and academies.
- Service opportunities- Connections to community and how to be a good citizen.
- Multi-faceted support (tier 2+3)
- Exposure & opportunities to learn and know about the pathways and options.
- Beyond the Class.
- Internships, job shadowing
- Community service hours-real world learning experiences.
- CTE experience, pushing more opportunities, once complete with pathways. Help finding better connections for after work experience.

TA 6. What information do you expect to receive from schools about your student's academic performance and learning?

- Early and frequent intervention communication
- Not getting updates; Sporadic updates
- Syllabus/ Calendars/ contact information was missing and sporadic.
- Communicate the child's tiers, "what does it mean" to parents & amount of support.
- Flexible P/T conferences
- Structure of and purpose of P/T conferences, continue them in Zoom.
- Not just information of failure but with success.
- Need to get updates before the Midterms- before the problems show up.
- Grades- pushed out to parents- not that they must seek them out- What concepts are being taught (grades tied to concepts/ standards)
- More than now -not being able to understand the grading system.
- The onus is on the Parents, it should be the teacher because they need to update, and they know where the students are "going."



- Appreciated being able to meet with advisory teacher VS. standing in line to visit with each teacher.

- Social skills- friends

TA 7. The district is conducting structure observations to create consistency with classrooms. Discuss how consistency would help families?

- Homework

- Common language/ Vocabulary with all buildings. Ex: (CHAMPS & AGY Pride)

- Chain of command- Communication flow charts at all buildings.

- Communication- Open communication

- Structures in place with consistent classroom expectations.

- Quality education by design not chance

- Consistency in reporting information to parents- What does Consistency mean? Ex: Instruction, communication with parents.

- Consistency can help with academics and behavior, keep Teachers, parents and students informed of program \*Common expectations with elementary-Middle school-Highschool.

- Expectations of scope/ sequence of expectations would help families coming in and out of district.

- We can see if a student is falling behind, advocate for students (teacher, parent, student)

- Ap and advanced students to assist and enhance learning. (Bored behavior)

- Knowing what to expect is crucial.

- At risk students- Gifted students

- Also supports alignment and teachers

TA 8. What do you think and expect regarding homework?

- As a parent? Not interested in the homework and it can be agonizing.

- AS a teacher?

- Specific, Targeted, Meaningful not on the weekends or Holidays.

- Independent level of student

- Reinforcement-not just busy work, practice skills learned. Ex: how to research at home- they can practice research. Or math ex:

- Job practice- needs to be a skill that they will use in CCR job/ school.

- Needs to have a point-how to practice without it being "busy work", do students get it?

- Not just "finish what you didn't do" because student may not get it- how do they know? There needs to be a feedback loop for homework, not punishment if it "does not get done".

- Teaching life skills (organization/ deadlines/ responsibility)

- Keep parents and guardians connected to the schools

## **Civil Rights Organization including Disability Rights Organizations**

Response: The superintendent and Board of Education members have met with the NAACP in regards to their opinions regarding the needs of the school district. In addition, representatives from these groups have been invited to attend the four Stakeholder groups we have held throughout the 2021-22 school year. From these meetings the following needs have been identified:

-Professional Development for staff in meeting the needs of the diverse learner.

-Additional academic and behavior supports of diverse groups.

-Specific recruitment efforts to secure diverse certified and classified staff.

Initially, they were part of the general invite we communicated to all parents. Since then, our approach has changed and we have specifically reached out to parents of students identified as being in a Tribe and have invited their parents/guardians to a meeting. During the various meetings with parents, we discussed the purpose and use of ESSER Funds. Topics that came out of the meetings are below:

Responses during academic discussion:

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Response: Four Stakeholder meetings have been conducted throughout the 2021-22 school years for the purpose of reviewing the Strategic Plan and identifying needs for staff and

students and appropriately allocating resources. Representatives from all groups identified in the area were invited to these meetings. From these meetings, the following recommendations were made:

- Partner with local agencies to assist students.
- Provide more vocational opportunities for students within and outside of the CTE programming.
- Provide ACT preparation for students.
- Provide summer school programming.
- Provide tutoring during and outside of the school day and year.
- Create transitional programming between specific grades.
- Conduction Summer transitional opportunities.
- Partner with the Junction City Police Department for Back to School Nights
- Adopt Fort Riley partnership groups
- Expand the Boys and Girls Blub opportunities.
- Expand the Early Childhood Opportunities in the school district
- Provide job shadowing opportunities
- Work to increase parent involvement
- Expand working internships for students
- Conduct career fairs
- Specifically teach soft skills in school
- Provide parent education courses
- Provide Home Work Assistance
- Partner with churches
- Improve Communication platforms
- Plan more family fun nights
- Update social students and science curriculums
- Provide scholarships to students
- Assist with parent childcare issues
- Provide meals during after school events

Additional Response: The district conducted meetings with community groups. For example, the Superintendent shared the purpose of the ESSER Funds at an Optimist Club meeting. The meeting included a discussion on the use of the funds and the areas the district considered funding priorities. Questions were answered and the public provided feedback. Many of the comments made were concerns the attendees had heard from family members and friends.

Initially, they were part of the general invite we communicated to all parents. Since then, our approach has changed and we have specifically reached out to parents of students identified in each area identified in your question. We have invited parents/guardians to a meeting. During the various meetings with parents, we discussed the purpose and use of ESSER Funds. Topics that came out of the meetings are below:

TA 1. How can schools encourage students to take advantage of the opportunities that we provide for students such as Saturday school, summer school, After school Tutoring?

- Communication-emphasize the "why". Personalized and target- communicate in a way to engage and that is effective.
- Change perception of Saturday school- need to make it positive perception.
- Engaging activities/ teaching model- PBL (project -based learning.) Or inquiring- based.
- Partner with organizations and community care providers to meet students outside (take learning to students) Boys and Girls, YMCA, SAS, CYS, Libraries
- Vocational/ college opportunities. The involvement can make an impact; need to understand (concurrent enrollment) they "why" of importance. Ex: ACT, Summer school, etc.)
- Family and Parent guidance is crucial.
- What doors open with extensive or additional opportunities. Ex: Doors open with ACT and college classes. Offer more than base- classes maybe apprentices?
- Use of social media to effectively communicate between families and district Ex: (district community Facebook)

- S.S. & AS tutoring and Summer- needs to be rebranded and needs to be shared appropriately to all shareholders.
- Make sure all staff is knowledgeable about all programs and proactive about offering them.

TA 2. How do we adequately inform parents of the necessity, opportunities, and importance of the ACT composite scores for all students?

- Share the data in a personal way.
- Information to tie in scholarships and opportunities
- Is the ACT necessary for all students? Experience/ exposure for high stakes situations and emphasis on test-taking strategies.

\* Incentive for coming to ACT prep for students. "Feed them they will come."

\*Provide workshops to families while students have an Act Prep.

TA 3. What community resources may exist to help students with these transitions?

- Summer transition program -put on by MS- KSU to partner with activities.
- Summer Camp program (transitioning)
- Community Fair- Summer sign up fair agencies set up a tent, to sign up for summer activities.
- JCPD Back to school Bash (we could partner)?
- Adopt a company- Ft. Riley partnership
- Ft. Riley ASPN program through CYS-tutoring
- Ft. Riley Liaison- promote more to her
- Boy's & Girl's Program
- Title 1 schools+ 21st Century
- Dorothy Public Library- online resources over 350 services to help with the community.
- 8th-9th grade "Bridge Program" transition -Success 101
- YMCA
- Use the 4H Sr. Citizen Bld.
- Parents as teachers
- Head start or something like it
- Families invited to the transition meetings with their students.

TA 4. How can the community help support the Center Pathways and trade programs at our schools and extend opportunities for trades and careers not in our community?

- Community engagement- Community partners with students in trade programs. Ex: Contractor assigned four students to discuss real life work in particular industry.
- Job shadowing opportunities (internships)- Futures 2000 (Careers at MS)
- If kids can't go out-can people come to the building
- Zoom expo
- Provide partnerships presentations in the evenings too.
- Authentic opportunities tied to our community
- More promotion of Military
- Don't limit presenters to clusters
- Cross-curricula activities/ opportunities

TA 5. What does a rich rigorous secondary experience look like?

- Opportunities for everyone
- Find ways to connect students to the (real world)
- Expanding opportunities for trade experiences
- Connecting & exposing students to different trades and careers.
- Find ways to build on their strengths
- Classes applicable to trade paths
- Properly scaffold to more challenging opportunities.
- Prepared for the real world.
- Get students completely invested
- Real world experiences-relevant having soft skills.
- Tailored to IPS (Individual Plans of Study)
- Post-secondary preparedness
- Wide variety of extracurriculars and academies.
- Service opportunities- Connections to community and how to be a good citizen.
- Multi-faceted support (tier 2+3)
- Exposure & opportunities to learn and know about the pathways and options.

- Beyond the Class.
- Internships, job shadowing
- Community service hours-real world learning experiences.
- CTE experience, pushing more opportunities, once complete with pathways. Help finding better connections for after work experience.

TA 6. What information do you expect to receive from schools about your student's academic performance and learning?

- Early and frequent intervention communication
- Not getting updates; Sporadic updates
- Syllabus/ Calendars/ contact information was missing and sporadic.
- Communicate the child's tiers, "what does it mean" to parents & amount of support.
- Flexible P/T conferences
- Structure of and purpose of P/T conferences, continue them in Zoom.
- Not just information of failure but with success.
- Need to get updates before the Midterms- before the problems show up.
- Grades- pushed out to parents- not that they must seek them out- What concepts are being taught (grades tied to concepts/ standards)
- More than now -not being able to understand the grading system.
- The onus is on the Parents, it should be the teacher because they need to update, and they know where the students are "going."
- Appreciated being able to meet with advisory teacher VS. standing in line to visit with each teacher.
- Social skills- friends

### **Provide the public the opportunity to provide input and take such input into account**

The district has conducted several meetings with community leaders, health professionals, parents, teachers, administrators, staff and military partners (stakeholders at every level). During each meeting we share updates concerning our procedures and safety measures. Additionally, we share data on the number of positive cases and students/employees quarantined. This year we met with stakeholders to discuss our plans for the 2021-2023 school years. Each quarter we will meet with stakeholders to provide academic and safety and health updates. As we go through the update process we will utilize suggestions and recommendations made by participants. We have built a diverse cohort of participants who represent every constituency group in our community.

Additional Response: The district shared, through social media, information regarding multiple opportunities to provide input into the school district efforts. These opportunities included the Community Partner meetings as well as open forums during board of education meetings and retreats.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

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

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

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

Year JCHS Scores State

2018 20.4 21.6

2019 19.9 21.1

2020 19.1 20.4

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

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

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

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

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

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

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

- Provide After School, Saturday School and Summer School programs for elementary students who have not mastered current year academic standards.
- The district will utilize current grades, student data (Power BI), state test scores and the MyIGDI's and FastBridge screeners to identify students and recommend and implement strategies tailored to the individual student or cohort.
- Extend the academic calendar to identify additional time for instruction for students experiencing achievement deficits due to COVID.
- Offer evening classes, weekend classes, night school options at the secondary level.
- Provide oversight and training for the districts assessment and MTSS processes.
- Provide two one-week ACT Bootcamps for students. Offer an ACT Preparation course as an elective for Sophomores, Juniors and Seniors.
- Provide summer student transition program (in addition to summer school).
- Professional development for administrators and teachers on SEL, literacy, math, science and social study materials purchased.
- Purchase and implement literacy, math, science and social studies adoptions that meet the academic needs of all students. Provide professional development for administrators and teachers on materials.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

- Replace student damaged technology.
- Purchase protective masks, hand sanitizer and other safety items.
- Hire part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, etc.
- Provide for a health care provider in each student attendance center (Pay the salaries of nurses and the four (4) nurse aids).

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

- Monthly district and school data meeting used to review data based on school district strategic plan.
- Provide Board of Education with updates on outcomes of district initiatives.
- Share board data with shareholder groups quarterly.
- Assign students based on data to afterschool tutoring, Saturday school, and summer school.
- Provide on-going professional development to teachers and administrators in the areas of 1) utilizing data and 2) using MTSS, and 3) Social emotional learning.
- Provide parent engagement activities to inform the parents of best practices used to access students academic needs.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$13,748,921	\$0	\$13,748,921	ESSER III Allocations	\$2,749,785
Approved Total	\$13,206,198	\$0	\$13,206,198	Approved Total	\$3,500,362
Amount Left	\$542,723	\$0	\$542,723	Amount Still Needed	\$0
In Review Total	\$542,723	\$0	\$542,723	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
475-3-0103	Direct	False	2213	111	12	\$500,000	Task Force Review
475-3-0104	Direct	False	2213	220	12	\$40,000	Task Force Review
475-3-0105	Direct	False	2213	260	12	\$2,723	Task Force Review
475-3-0001	Direct	False	2610	438	15	\$774,959	Approved
475-3-0003	Direct	False	2130	121	15	\$274,050	Approved
475-3-0004	Direct	False	2130	220	15	\$20,980	Approved
475-3-0005	Direct	False	2130	260	15	\$275	Approved
475-3-0006	Direct	False	2130	210	15	\$18,600	Approved
475-3-0007	Direct	False	2210	111	12	\$610,000	Approved
475-3-0008	Direct	False	2210	220	12	\$46,665	Approved
475-3-0009	Direct	False	2210	260	12	\$610	Approved
475-3-0010	Direct	False	2210	210	12	\$38,800	Approved
475-3-0011	Direct	True	1000	610	12	\$640,000	Approved
475-3-0012	Direct	False	2213	126	12	\$60,000	Approved
475-3-0013	Direct	False	2213	220	12	\$4,590	Approved
475-3-0014	Direct	False	2213	260	12	\$60	Approved
475-3-0015	Direct	True	1000	610	12	\$1,100,000	Approved
475-3-0017	Direct	False	2213	126	12	\$4,000	Approved
475-3-0018	Direct	False	2213	220	12	\$306	Approved
475-3-0019	Direct	False	2213	260	12	\$4	Approved
475-3-0020	Direct	True	1000	610	12	\$50,000	Approved
475-3-0021	Direct	True	1000	610	12	\$63,000	Approved
475-3-0022	Direct	False	2213	330	12	\$56,000	Approved
475-3-0023	Direct	False	2213	582	12	\$44,000	Approved
475-3-0024	Direct	False	2213	126	12	\$20,000	Approved
475-3-0025	Direct	False	2213	220	12	\$1,530	Approved
475-3-0026	Direct	False	2213	260	12	\$20	Approved
475-3-0027	Direct	False	2210	330	12	\$50,000	Approved
475-3-0028	Direct	False	2210	300	12	\$90,000	Approved
475-3-0029	Direct	False	2213	126	12	\$50,000	Approved

475-3-0030	Direct	False	2213	220	12	\$3,830	Approved
475-3-0031	Direct	False	2213	260	12	\$50	Approved
475-3-0032	Direct	False	2213	126	12	\$70,000	Approved
475-3-0033	Direct	False	2213	220	12	\$5,350	Approved
475-3-0034	Direct	False	2213	260	12	\$70	Approved
475-3-0035	Direct	True	1000	126	11B	\$12,000	Approved
475-3-0036	Direct	True	1000	220	11B	\$918	Approved
475-3-0037	Direct	True	1000	260	11B	\$12	Approved
475-3-0038	Direct	True	1000	126	11A	\$4,000	Approved
475-3-0039	Direct	True	1000	220	11A	\$613	Approved
475-3-0040	Direct	True	1000	260	11A	\$6	Approved
475-3-0041	Direct	True	1000	610	11A	\$3,750	Approved
475-3-0042	Direct	True	1000	126	11A	\$624,645	Approved
475-3-0043	Direct	True	1000	220	11A	\$47,775	Approved
475-3-0044	Direct	True	1000	260	11A	\$624	Approved
475-3-0045	Direct	True	1000	610	11A	\$66,000	Approved
475-3-0046	Direct	True	1000	126	11A	\$99,045	Approved
475-3-0047	Direct	True	1000	220	11A	\$7,575	Approved
475-3-0048	Direct	True	1000	260	11A	\$99	Approved
475-3-0049	Direct	True	1000	610	11A	\$4,500	Approved
475-3-0050	Direct	False	2130	126	15	\$27,000	Approved
475-3-0051	Direct	False	2130	220	15	\$2,070	Approved
475-3-0052	Direct	False	2130	260	15	\$27	Approved
475-3-0053	Direct	False	2220	126	11A	\$21,600	Approved
475-3-0054	Direct	False	2220	220	11A	\$1,650	Approved
475-3-0055	Direct	False	2220	260	11A	\$21	Approved
475-3-0056	Direct	True	1000	126	11B	\$400,000	Approved
475-3-0057	Direct	True	1000	220	11B	\$30,600	Approved
475-3-0058	Direct	True	1000	260	11B	\$400	Approved
475-3-0059	Direct	False	2710	513	11A	\$47,288	Approved
475-3-0060	Direct	False	2322	121	12	\$44,660	Approved
475-3-0061	Direct	False	2322	210	12	\$4,260	Approved
475-3-0062	Direct	False	2322	220	12	\$3,420	Approved
475-3-0063	Direct	False	2322	260	12	\$45	Approved
475-3-0064	Direct	False	2100	610	12	\$30,000	Approved
475-3-0065	Direct	False	2100	126	12	\$5,600	Approved
475-3-0066	Direct	False	2100	220	12	\$430	Approved
475-3-0067	Direct	False	2100	260	12	\$6	Approved
475-3-0068	Direct	False	2410	610	7	\$10,000	Approved
475-3-0069	Direct	True	1000	121	12	\$320,000	Approved
475-3-0070	Direct	True	1000	220	12	\$24,480	Approved
475-3-0071	Direct	True	1000	260	12	\$320	Approved



475-3-0072	Direct	False	2100	121	12	\$47,270	Approved
475-3-0073	Direct	False	2100	220	12	\$3,615	Approved
475-3-0074	Direct	False	2100	260	12	\$48	Approved
475-3-0075	Direct	False	2100	610	12	\$30,000	Approved
475-3-0076	Direct	False	2900	100	16	\$3,200,000	Approved
475-3-0077	Direct	False	2900	220	16	\$244,805	Approved
475-3-0078	Direct	False	2900	260	16	\$3,200	Approved
475-3-0079	Direct	False	1000	115	16	\$40,000	Approved
475-3-0080	Direct	False	1000	220	16	\$3,060	Approved
475-3-0081	Direct	False	1000	260	16	\$40	Approved
475-3-0082	Direct	False	1000	290	16	\$90,510	Approved
475-3-0083	Direct	False	1000	111	12	\$527,800	Approved
475-3-0084	Direct	False	1000	210	12	\$44,080	Approved
475-3-0085	Direct	False	1000	220	12	\$40,376	Approved
475-3-0086	Direct	False	1000	260	12	\$527	Approved
475-3-0087	Direct	False	2410	111	12	\$152,250	Approved
475-3-0088	Direct	False	2410	210	12	\$11,520	Approved
475-3-0089	Direct	False	2410	220	12	\$11,645	Approved
475-3-0090	Direct	False	2410	260	12	\$152	Approved
475-3-0091	Direct	False	1000	610	9	\$135,000	Approved
475-3-0092	Direct	False	1000	432	9	\$330,000	Approved
475-3-0093	Direct	False	1000	126	16	\$1,127,600	Approved
475-3-0094	Direct	False	1000	220	16	\$83,000	Approved
475-3-0095	Direct	False	1000	260	16	\$1,512	Approved
475-3-0096	Direct	False	1000	100	11B	\$330,000	Approved
475-3-0097	Direct	False	1000	220	11B	\$26,250	Approved
475-3-0098	Direct	False	1000	260	11B	\$1,750	Approved
475-3-0099	Direct	False	1000	610	11B	\$42,000	Approved
475-3-0101	Direct	False	2200	640	12	\$600,000	Approved
475-3-0102	Direct	False	1000	100	12	\$135,000	Approved

## Line Item Details

Line Item ID: 475-3-0103

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Development:

Educamp is a three-day professional development opportunity for new teachers and current teachers. Since 2020, our district has adopted new Math, Social Studies, and a Social Emotional curriculum. During COVID, we began utilizing screening and standards-based grading data to determine student skill level. The results of these initiatives are a need for more professional development for educators. Our current screening data indicates our student have needs to recoup lost learning during Covid. Our educators need instruction on tier 1, tier 2 and tier 3 interventions to meet student achievement goals. We have surveyed our teachers to determine the areas of professional development that is needed. Teachers identified SEL, math, and reading skills as areas needing to be addressed in professional development. Walkthrough data has been analyzed to determine areas of success and deficit that is observed by academic coaches and curriculum specialists. The data indicates that engagement, small group instruction and classroom management need to be addressed with educators. These data points were utilized to determine possible Educamp Sessions.

Educamp will allow for three days of breakout sessions where teachers can select professional development that they desire to improve their practices. We will be able to differentiate the professional development based upon the curriculum, tier, content specialization and experience of teachers. The results will be over eighty breakout sessions where teachers can come and go as needed to get the desired learning. We plan to implement this at the beginning of August so teachers can learn and begin implementation to get desired student achievement. Our goal is over 500 educators in our district both experienced and new will utilize Educamp to grow their craft and improve instruction.

Our academic coaches will learn with our educators at Educamp to continue to support the learning, once we begin the year. We will survey our educators following Educamp to determine its efficacy. USD 475 district will continue to monitor the student screening data, teacher walkthrough data and educator surveys to determine the effectiveness and further professional development for USD 475 educators.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$250,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$250,000
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<b>Total Expenditures</b>	<u>\$500,000</u>
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**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Development Benefits

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$20,000**Total Expenditures** \$40,000**Status**

Task Force Review

Line Item ID: 475-3-0105

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Development Benefits

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,362**Budgeted Expenditures in SFY 2024** \$1,361**Total Expenditures** \$2,723**Status**

Task Force Review

Line Item ID: 475-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2610 - Operation of Building

**Object Code**

438 - Other Building Services

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Enhanced Facility Cleaning of School Buildings to reduce spread of COVID among teachers and students. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom. (Separate contract approved by USD475 Board of Education): Contractor to add staff in addition to base contract to wipe down facilities (entrance doors, lobby areas, conference rooms, classroom desktops, etc.) hourly with broader disinfection in the evening.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$443,787
<b>Budgeted Expenditures in SFY 2024</b>	\$331,172
<b>Total Expenditures</b>	<u>\$774,959</u>

**Status**

Approved

Line Item ID: 475-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2130 - Health Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional 3 FTE COVID Health Nurse/Aids to support working with COVID related student health issues to continue to offer in person education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$135,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$139,050
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<b>Total Expenditures</b>	<u>\$274,050</u>
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**Status**

Approved

Line Item ID: 475-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional 3 FTE COVID Health Nurse/Aids to support working with COVID related student health issues to continue to offer in person education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$10,330
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<b>Budgeted Expenditures in SFY 2024</b>	\$10,650
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<b>Total Expenditures</b>	\$20,980
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**Status**

Approved

Line Item ID: 475-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER II

**Account Number**

65

**Function Code**

2130 - Health Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional 3 FTE COVID Health Nurse/Aids to support working with COVID related student health issues to continue to offer in person education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$135
<b>Budgeted Expenditures in SFY 2024</b>	\$140
<b>Total Expenditures</b>	<u>\$275</u>

**Status**

Approved

Line Item ID: 475-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2130 - Health Services

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional 3 FTE COVID Health Nurse/Aids to support working with COVID related student health issues to continue to offer in person education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,300
<b>Budgeted Expenditures in SFY 2024</b>	\$9,300
<b>Total Expenditures</b>	<u>\$18,600</u>

**Status**

Approved

Line Item ID: 475-3-0007



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Addition of five building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 3 Highschool and 2 Elementary. The positions salary and benefits will be allocated into the future FY25 general funds budget when ESSER funding ends.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$300,000
<b>Budgeted Expenditures in SFY 2024</b>	\$310,000
<b>Total Expenditures</b>	\$610,000

**Status**

Approved

Line Item ID: 475-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Addition of five building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 3 Highschool and 2 Elementary. The positions salary and benefits will be allocated into the future FY25 general funds budget when ESSER funding ends.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22,950
<b>Budgeted Expenditures in SFY 2024</b>	\$23,715
<b>Total Expenditures</b>	\$46,665

**Status**

Approved

Line Item ID: 475-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Addition of five building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 3 Highschool and 2 Elementary. The positions salary and benefits will be allocated into the future FY25 general funds budget when ESSER funding ends.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$300
<b>Budgeted Expenditures in SFY 2024</b>	\$310
<b>Total Expenditures</b>	\$610

**Status**

Approved

Line Item ID: 475-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Addition of five building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 3 Highschool and 2 Elementary. The positions salary and benefits will be allocated into the future FY25 general funds budget when ESSER funding ends.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$19,400
<b>Budgeted Expenditures in SFY 2024</b>	\$19,400
<b>Total Expenditures</b>	\$38,800

**Status**

Approved

Line Item ID: 475-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Social Studies Implementation - K-8th

Since KSDE implemented the History, Geography, Social Studies Assessment, which is administered in 4th, 7th, and 11th, the district has given assessments during the pilot. Covid delayed student learning and caused more students be below grade level. This year the district is in the process of completing the required HGSS Field Test. It is obvious that the students struggled with inquiry-based social studies; not having a research-based, viable and consistent curriculum was placing a burden on both the students and the teachers. 39.3% of USD475 students performed below grade level. "

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$640,000
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<b>Total Expenditures</b>	<u>\$640,000</u>
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**Status**

Approved

Line Item ID: 475-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

126 - Overtime Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Social Studies Implementation - K-8th - Professional Development (Extra Duty/Overtime) related to new curriculum. Since KSDE implemented the History, Geography, Social Studies Assessment, which is administered in 4th, 7th, and 11th, the district has given assessments during the pilot. COVID delayed student learning and caused more students be below grade level. This year the district is in the process of completing the required HGSS Field Test. It is obvious that the students struggled with inquiry-based social studies; not having a research-based, viable and consistent curriculum was placing a burden on both the students and the teachers. 39.3% of USD475 students performed below grade level.

600 staff x 4hrs

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$60,000
<b>Total Expenditures</b>	\$60,000

**Status**

Approved

Line Item ID: 475-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Social Studies Implementation - K-8th - Professional Development (Extra Duty/Overtime) related to new curriculum. Since KSDE implemented the History, Geography, Social Studies Assessment, which is administered in 4th, 7th, and 11th, the district has given assessments during the pilot. Covid delayed student learning and caused more students be below grade level. This year the district is in the process of completing the required HGSS Field Test. It is obvious that the students struggled with inquiry-based social studies; not having a research-based, viable and consistent curriculum was placing a burden on both the students and the teachers. 39.3% of USD475 students performed below grade level.

600 staff x 4hrs

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$4,590
<b>Total Expenditures</b>	<u>\$4,590</u>

**Status**

Approved

Line Item ID: 475-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66`

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Social Studies Implementation - K-8th - Professional Development (Extra Duty/Overtime) related to new curriculum. Since KSDE implemented the History, Geography, Social Studies Assessment, which is administered in 4th, 7th, and 11th, the district has given assessments during the pilot. Covid delayed student learning and caused more students be below grade level. This year the district is in the process of completing the required HGSS Field Test. It is obvious that the students struggled with inquiry-based social studies; not having a research-based, viable and consistent curriculum was placing a burden on both the students and the teachers. 39.3% of USD475 students performed below grade level.

600 staff x 4hrs

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$60
<b>Total Expenditures</b>	<u>\$60</u>

**Status**

Approved

Line Item ID: 475-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Science Implementation - 6-8th To increase student efficacy, improve science and problem-solving skills, and to increase KAP test scores and overcome the learning gap caused by Covid, it is critical to move from a passive science classroom to a phenomena-based inquiry classroom. We would like to implement a 6th – 8th grade strong, standards-based curriculum. Only 33.69% students meet or above grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,100,000
<b>Total Expenditures</b>	<u>\$1,100,000</u>

**Status**

Approved

Line Item ID: 475-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

126 - Overtime Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Science Implementation - 6th-8th - Professional Development (Extra Duty/Overtime)  
20 staff x 8 hrs

To increase student efficacy, improve science and problem-solving skills, and to increase KAP test scores and overcome the learning gap caused by Covid, it is critical to move from a passive science classroom to a phenomena-based inquiry classroom. We would like to implement a 6th – 8th grade strong, standards-based curriculum.

6-8th students only 33.69% meet or above grade level."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$4,000
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Approved

Line Item ID: 475-3-0018



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Science Implementation - 6th-8th - Professional Development (Extra Duty/Overtime)  
20 staff x 8 hrs

To increase student efficacy, improve science and problem-solving skills, and to increase KAP test scores and overcome the learning gap caused by Covid, it is critical to move from a passive science classroom to a phenomena-based inquiry classroom. We would like to implement a 6th – 8th grade strong, standards-based curriculum.

6-8th students only 33.69% meet or above grade level."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$306
<b>Total Expenditures</b>	<u>\$306</u>

**Status**

Approved

Line Item ID: 475-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Science Implementation - 6th-8th - Professional Development (Extra Duty/Overtime)  
20 staff x 8 hrs

To increase student efficacy, improve science and problem-solving skills, and to increase KAP test scores and overcome the learning gap caused by Covid, it is critical to move from a passive science classroom to a phenomena-based inquiry classroom. We would like to implement a 6th – 8th grade strong, standards-based curriculum.

6-8th students only 33.69% meet or above grade level."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$4
<b>Total Expenditures</b>	<u>\$4</u>

**Status**

Approved

Line Item ID: 475-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Wonders Curriculum K-1st Grade - Decodable Program Academic Goal: USD 475 will equitably address the academic learning loss, due to COVID, of students in all demographic categories. Analyze and purchase research-based Literacy and Math resources that meet academic needs of all students. Provide professional development for administrators and teachers on materials purchased. Evidence: ELA Fast Bridge screeners indicate (49%) forty-nine August, January, May Fast Bridge screeners reduction in the number of tier 2 and tier 3 students. Fast Bridge progress monitoring data that demonstrates student growth in a subskill of reading or math. 2021-22 School Year, 2022-23 School Year, percent of students are proficient. (USD 475 Dashboard) Math Fast bridge screeners indicate (53%) fifty-three percent of students are proficient. (USD 475 Dashboard) Target: Increase the number of students scoring in Tier 1 by a 2% incremental increase per year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$45,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	\$50,000

**Status**

Approved

Line Item ID: 475-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Social Emotional Curriculum - Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff over the last two years due to COVID lockdowns. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. Many students enrolling in the district were taught remotely in FY20 and 21 and need additional SEL Supports.

The K-8 Social and Emotional Curriculum that was selected in the PILOT is Second Step and the cost of materials and PD is \$109,458.

The 9-12 Curriculum that was selected from the PILOT is the College and Career Competency Framework. The curriculum materials are free through TASN and the professional development will be approximately \$6,000.00. This is a total of \$115,458.00 total for three year licenses. I would recommend another \$3,000 for replacement materials for a total of \$118,458.00 for three years.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$60,000
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$63,000</u>

**Status**

Approved

Line Item ID: 475-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Contracted Professional Development - Training to support implementation of new Social Emotional curriculum. Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff the past two years due to COVID lockdowns. Many students enrolling in the district were taught remotely in FY20 and 21 and need additional SEL Supports. Provide training for administrators, teachers, and support staff on SEL best practices. Partner with local mental health agencies.

The K-8 Social and Emotional Curriculum that was selected in the PILOT is Second Step and the cost of materials and PD is \$109,458.

The 9-12 Curriculum that was selected from the PILOT is the College and Career Competency Framework. The curriculum materials are free through TASN and the professional development will be approximately \$6,000.00. This is a total of \$115,458.00 total for three year licenses. I would recommend another \$3,000 for replacement materials for a total of \$118,458.00 for three years.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$56,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$56,000</u>

**Status**

Approved

Line Item ID: 475-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

582 - Out-of-District Travel

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Professional Development Travel - MANDT Training Original MANDT staff trainers are no longer employed with the district causing a need for re-certification of new staff.

Training used to directly work with increased incidence of violence to students and staff. MANDT will be used as a model of de-escalation.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$32,000
<b>Budgeted Expenditures in SFY 2024</b>	\$12,000
<b>Total Expenditures</b>	<u>\$44,000</u>

**Status**

Approved

Line Item ID: 475-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

126 - Overtime Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Professional Development - Extra Duty (extra pay/overtime) - Provide new teachers Social Emotional training of new curriculum to support bridging the achievement gap among students who have experienced the COVID slide. (Funding for new hires not part of original implementation of new program 100 K-12 teachers x 4hrs)

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Approved

Line Item ID: 475-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Development - Benefits - Extra Duty (extra pay/overtime) - Benefits

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$765**Budgeted Expenditures in SFY 2024** \$765**Total Expenditures** \$1,530**Status**

Approved

Line Item ID: 475-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Professional Development - Benefits - Extra Duty (extra pay/overtime) - Benefits

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10**Budgeted Expenditures in SFY 2024** \$10**Total Expenditures** \$20**Status**

Approved

Line Item ID: 475-3-0027



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Consultant Social Emotional Professional Development: Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff during FY20 and FY21. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend USD475 schools. Many students enrolling in the district were taught remotely in FY20 and 21 and need additional SEL supports beyond what the district has provided in the past. Feedback on training and curriculum improvements to observations and feedback; Consistently applied across the district.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Approved

Line Item ID: 475-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Contracted Program and Assessment Reviews.

Consultant to evaluate district programs and assessments to identify how to obtain a greater learning impact with students with limited ability to hire additional teacher resources due to COVID and the "great resignation". Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, the district will need to ensure elementary students are on grade level each year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
<b>Total Expenditures</b>	<u>\$90,000</u>

**Status**

Approved

Line Item ID: 475-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

126 - Overtime Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Ongoing Professional Development - Continuation of ESSER II Language Arts Adoptions and supports.

LTRS training plan finalized and new language arts adoption) Professional Development - Overtime - Provide teachers and academic coaches in Language Arts at the secondary level to provide ongoing, evidence-based embedded professional development to support teachers in bridging the achievement gap among students who have experienced the COVID slide.

- English Adoption – 250 staff at 4 hours (k-6th)

Language Arts Implementation: District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of language arts education across district and student assessment scores."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	\$50,000

**Status**

Approved

Line Item ID: 475-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Ongoing Professional Development - Benefits - Continuation of ESSER II Language Arts Adoptions and supports.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,915
<b>Budgeted Expenditures in SFY 2024</b>	\$1,915
<b>Total Expenditures</b>	\$3,830

**Status**

Approved

Line Item ID: 475-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Ongoing Professional Development - Benefits - Continuation of ESSER II Language Arts Adoptions and supports.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25
<b>Budgeted Expenditures in SFY 2024</b>	\$25
<b>Total Expenditures</b>	\$50

**Status**

Approved

Line Item ID: 475-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

126 - Overtime Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Professional Development - Continuation of ESSER II Math Adoption annual training. Math Implementation K- 12th Grade. District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of Math education across district and student assessment scores.

Professional Development - Extra Duty - Math. Provide academic coaches in ELA and Math at the secondary level to provide ongoing, evidence-based embedded professional development to support teachers in bridging the achievement gap among students who have experienced the COVID slide.Math Adoption – 600 staff at 2 hours (K-12)50 new hires x 4 hours (K-12)"

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,000
<b>Budgeted Expenditures in SFY 2024</b>	\$35,000
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Approved

Line Item ID: 475-3-0033

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Ongoing Professional Development Benefits - Continuation of ESSER II Math Adoption and supports.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,675
<b>Budgeted Expenditures in SFY 2024</b>	\$2,675
<b>Total Expenditures</b>	\$5,350

**Status**

Approved

Line Item ID: 475-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Ongoing Professional Development Benefits - Continuation of ESSER II Math Adoption and supports.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35
<b>Budgeted Expenditures in SFY 2024</b>	\$35
<b>Total Expenditures</b>	\$70

**Status**

Approved

Line Item ID: 475-3-0035

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

126 - Overtime Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Saturday School: New Program - Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. District wishes to extend the academic calendar to identify additional time for instruction for students who have experienced achievement deficits due to COVID at the secondary level by developing Saturday School options at the secondary level. This will allow those students that work, participate in activities, or take care of younger siblings an opportunity to obtain additional support services.

4 staff x 6 hrs. per 10 months.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Approved

Line Item ID: 475-3-0036

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Saturday School - Weekend - After School Programs Benefits

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$459**Budgeted Expenditures in SFY 2024** \$459**Total Expenditures** \$918**Status**

Approved

Line Item ID: 475-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Saturday School - Weekend - After School Programs Benefits

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$6**Total Expenditures** \$12**Status**

Approved

Line Item ID: 475-3-0038



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

126 - Overtime Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"ACT Bootcamps - Summer Program: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages: Year JCHS Scores State, 2018 20.4 21.6, 2019 19.9 21.1, 2020 19.1 20.4

District will provide ACT Bootcamps for 14 days to students. The district will pay the teachers overtime pay and purchase materials and supplies. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I and II funding. Summer program - Overtime for 1 staff at 79.50 hours. Overtime will move into state categorical funds after closure of ESSER III grant funds. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. Position is paid out of state categorical funds."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"ACT Bootcamps - Summer Program: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages: Year JCHS Scores State, 2018 20.4 21.6, 2019 19.9 21.1, 2020 19.1 20.4

District will provide ACT Bootcamps for 14 days to students. The district will pay the teachers overtime pay and purchase materials and supplies. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I and II funding. Summer program - Overtime for 1 staff at 79.50 hours. Overtime will move into state categorical funds after closure of ESSER III grant funds. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. Position is paid out of state categorical funds."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$307
<b>Budgeted Expenditures in SFY 2023</b>	\$153
<b>Budgeted Expenditures in SFY 2024</b>	\$153
<b>Total Expenditures</b>	\$613

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"ACT Bootcamps - Summer Program: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages: Year JCHS Scores State, 2018 20.4 21.6, 2019 19.9 21.1, 2020 19.1 20.4

District will provide ACT Bootcamps for 14 days to students. The district will pay the teachers overtime pay and purchase materials and supplies. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I and II funding. Summer program - Overtime for 1 staff at 79.50 hours. Overtime will move into state categorical funds after closure of ESSER III grant funds. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. Position is paid out of state categorical funds."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2
<b>Budgeted Expenditures in SFY 2023</b>	\$2
<b>Budgeted Expenditures in SFY 2024</b>	\$2
<b>Total Expenditures</b>	\$6

**Status**

Approved

Line Item ID: 475-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"ACT Bootcamp - Supplies and ACT curriculum materials  
50 students at \$25 EA."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,250
<b>Budgeted Expenditures in SFY 2023</b>	\$1,250
<b>Budgeted Expenditures in SFY 2024</b>	\$1,250
<b>Total Expenditures</b>	<u>\$3,750</u>

**Status**

Approved

Line Item ID: 475-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

126 - Overtime Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Summer School: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support.

- Summer school sessions will be provided for student gap remediation. District will offer 18 days of summer school session over 4 weeks.

o Secondary - 450 students – Offer choice of 2 sessions for 4 weeks each.

o Elementary 500 students- Offer choice of 2 sessions for 4 weeks each.

o 50 teachers estimated to teach each session. "

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$208,215
<b>Budgeted Expenditures in SFY 2023</b>	\$208,215
<b>Budgeted Expenditures in SFY 2024</b>	\$208,215
<b>Total Expenditures</b>	<u>\$624,645</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,925
<b>Budgeted Expenditures in SFY 2023</b>	\$15,925
<b>Budgeted Expenditures in SFY 2024</b>	\$15,925
<b>Total Expenditures</b>	<u>\$47,775</u>

**Status**

Approved

Line Item ID: 475-3-0044

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$208
<b>Budgeted Expenditures in SFY 2023</b>	\$208
<b>Budgeted Expenditures in SFY 2024</b>	\$208
<b>Total Expenditures</b>	<u>\$624</u>

**Status**

Approved

Line Item ID: 475-3-0045

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

65

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Summer School - Curriculum supplies for below sessions: Summer school sessions will be provided for student gap remediation. District will offer 18 days of summer school session over 4 weeks. o Secondary - 450 students – Offer choice of 2 sessions for 4 weeks each. o Elementary 500 students- Offer choice of 2 sessions for 4 weeks each.o 50 teachers estimated to teach each session. "

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$22,000
<b>Budgeted Expenditures in SFY 2023</b>	\$22,000
<b>Budgeted Expenditures in SFY 2024</b>	\$22,000
<b>Total Expenditures</b>	<u>\$66,000</u>

**Status**

Approved

Line Item ID: 475-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

126 - Overtime Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Transition Programs (k-1st, 5th-6th, 8-9th Grades). The district is experiencing academic gaps in the transitional grades. Recommended Strategy: Provide a summer transition program (in addition to summer school) for students in the following grades: a. K to 1 - 655 - 18 days 6 staff at 4 hours/per day b. 5 to 6 - 519 - 4 days 17 staff at 4 hours/per day c. 8 to 9 - 470 - 15 days 5 staff at 5 hours/per day. This is a new program that will provide additional education supports for pre-requisite skills for students entering the next transitional grade (1st, 6th, 9th grades) . The district will continue to also offer the traditional transitional sessions for students to understand the logistics of their new building and class schedules (paid for out of general fund)."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$33,015
<b>Budgeted Expenditures in SFY 2023</b>	\$33,015
<b>Budgeted Expenditures in SFY 2024</b>	\$33,015
<b>Total Expenditures</b>	<u>\$99,045</u>

**Status**

Approved

Line Item ID: 475-3-0047



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer Transition - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,525
<b>Budgeted Expenditures in SFY 2023</b>	\$2,525
<b>Budgeted Expenditures in SFY 2024</b>	\$2,525
<b>Total Expenditures</b>	<u>\$7,575</u>

**Status**

Approved

Line Item ID: 475-3-0048

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer Transition - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$33
<b>Budgeted Expenditures in SFY 2023</b>	\$33
<b>Budgeted Expenditures in SFY 2024</b>	\$33
<b>Total Expenditures</b>	<u>\$99</u>

**Status**

Approved

Line Item ID: 475-3-0049

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer Transition School Supplies - Workbooks

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$4,500</u>

**Status**

Approved

Line Item ID: 475-3-0050

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER IIII

**Account Number**

66

**Function Code**

2130 - Health Services

**Object Code**

126 - Overtime Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School - Nurse, 5 staff x 4 hrs. x 18 days. COVID summer school support - Work with COVID related student health issues to continue to offer in person summer school education and reduce the time a student(s) are out of school. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the summer school classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,000
<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
<b>Budgeted Expenditures in SFY 2024</b>	\$9,000
<b>Total Expenditures</b>	<u>\$27,000</u>

**Status**

Approved

Line Item ID: 475-3-0051

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School Nurse - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$690
<b>Budgeted Expenditures in SFY 2023</b>	\$690
<b>Budgeted Expenditures in SFY 2024</b>	\$690
<b>Total Expenditures</b>	<u>\$2,070</u>

**Status**

Approved

Line Item ID: 475-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2130 - Health Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School Nurse - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9
<b>Budgeted Expenditures in SFY 2023</b>	\$9
<b>Budgeted Expenditures in SFY 2024</b>	\$9
<b>Total Expenditures</b>	<u>\$27</u>

**Status**

Approved

Line Item ID: 475-3-0053

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2220 - Educational Media Services

**Object Code**

126 - Overtime Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Summer School - Elementary Librarian. Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates many students not reading at grade level. Elementary 500 students- Offer choice of 2 sessions for 4 weeks each -18 days)

4staff x 4hrs x 18 days

"

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$7,200
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<b>Budgeted Expenditures in SFY 2023</b>	\$7,200
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$7,200
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<b>Total Expenditures</b>	\$21,600
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**Status**

Approved

Line Item ID: 475-3-0054

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2220 - Educational Media Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Elementary Librarian Summer School - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$550
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<b>Budgeted Expenditures in SFY 2023</b>	\$550
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<b>Budgeted Expenditures in SFY 2024</b>	\$550
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<b>Total Expenditures</b>	\$1,650
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**Status**

Approved

Line Item ID: 475-3-0055

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2220 - Educational Media Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Elementary Librarian Summer School - Benefits

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7**Budgeted Expenditures in SFY 2023** \$7**Budgeted Expenditures in SFY 2024** \$7**Total Expenditures** \$21**Status**

Approved

Line Item ID: 475-3-0056

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

126 - Overtime Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"After School Tutoring - District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of Math education across district and student assessment scores.

8,000 hours of tutoring for entire district/ 20 schools = 400 hours per school = 40 hours tutoring per 10 months.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$200,000**Budgeted Expenditures in SFY 2024** \$200,000**Total Expenditures** \$400,000**Status**

Approved

Line Item ID: 475-3-0057

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School Tutoring Benefits

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15,300**Budgeted Expenditures in SFY 2024** \$15,300**Total Expenditures** \$30,600**Status**

Approved

Line Item ID: 475-3-0058

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School Tutoring Benefits

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$200**Budgeted Expenditures in SFY 2024** \$200**Total Expenditures** \$400**Status**

Approved

Line Item ID: 475-3-0059

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2710 - Vehicle Operation

**Object Code**513 - Student Transportation Services  
by Outside Agency or Company**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School Bussing - for Eight schools. Not all schools open for summer school. Students are bussed from their home school to their summer school program. If district does not offer bussing the student attendance will be reduced. District offering educational field trips on Fridays to entice students to participate in Summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,750
<b>Budgeted Expenditures in SFY 2024</b>	\$16,538
<b>Total Expenditures</b>	<u>\$47,288</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2322 - Community Relations Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Parent Engagement Coordinator - Communication Employee .5FTE - : Due to COVID fear and restrictions, the district has experienced a slide in parental engagement in our schools.

Recommended Strategy: Hire a part time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health, etc. We will utilize a parent survey to determine parent needs. Include a communication staff member on the parent engagement team to ensure accurate and timely communication is provided throughout the year.

"

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22,000
<b>Budgeted Expenditures in SFY 2024</b>	\$22,660
<b>Total Expenditures</b>	<u>\$44,660</u>

**Status**

Approved

Line Item ID: 475-3-0061



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2322 - Community Relations Services

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Parent Engagement - Communication Employee .5FTE

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,130
<b>Budgeted Expenditures in SFY 2024</b>	\$2,130
<b>Total Expenditures</b>	\$4,260

**Status**

Approved

Line Item ID: 475-3-0062

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2322 - Community Relations Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Parent Engagement - Communication Employee .5FTE

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,685
<b>Budgeted Expenditures in SFY 2024</b>	\$1,735
<b>Total Expenditures</b>	\$3,420

**Status**

Approved

Line Item ID: 475-3-0063

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2322 - Community Relations Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Parent Engagement - Communication Employee .5FTE

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22
<b>Budgeted Expenditures in SFY 2024</b>	\$23
<b>Total Expenditures</b>	<u>\$45</u>

**Status**

Approved

Line Item ID: 475-3-0064

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Parenting Seminars Supplies - Parent Brochures, Flyers, Welcome back carnival supplies.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved

Line Item ID: 475-3-0065

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2100 - Support Services (Students)

**Object Code**

126 - Overtime Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Parenting Workshops - Extra Duty/Overtime - Certified staff paid to offer workshops online or in person to support parents related to COVID setbacks in their students education. Parent engagement workshops and training on such topics as best parenting practices, appropriate expectations, discipline, social media safeguards, proper nutrition, and health, etc. We will utilize a parent survey to determine parent needs. Include a communication staff member on the parent engagement team to ensure accurate and timely communication is provided throughout the year. Additionally, classified staff used to support the set up and take down of the event.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,800
<b>Budgeted Expenditures in SFY 2024</b>	\$2,800
<b>Total Expenditures</b>	\$5,600

**Status**

Approved

Line Item ID: 475-3-0066

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Parenting Workshops - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$215
<b>Budgeted Expenditures in SFY 2024</b>	\$215
<b>Total Expenditures</b>	\$430

**Status**

Approved

Line Item ID: 475-3-0067

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Parenting Workshops - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3
<b>Budgeted Expenditures in SFY 2024</b>	\$3
<b>Total Expenditures</b>	\$6

**Status**

Approved

Line Item ID: 475-3-0068

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2410 - Office of the Principal Services

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Personal Protective Supplies - District mask policy is currently optional. (Masks, Disinfectant, etc.) - Used to reduce spread of COVID among teachers and students. 50% of the district's student population is military affiliated. Our students and parents come from all over the world and attend our schools. This increases the districts chance of an outbreak of COVID or other illnesses. The district is looking to reduce the amount of time a student or teacher is out of the classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Elementary Classroom Aids - Add 8 additional classroom aids beyond current district guidelines. Utilize classified aids during the school day to support the management of the classroom while certificated staff focus on smaller groups of students struggling due to COVID impacts to reinforce lessons taught during the same class period to . Classified Aids will only work when students are in school (up to 7 hours per day).

-District to provide classified aides based on At-Risk population in schools.

"

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$160,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$160,000
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<b>Total Expenditures</b>	<u>\$320,000</u>
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**Status**

Approved

Line Item ID: 475-3-0070

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Aids - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$12,240
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<b>Budgeted Expenditures in SFY 2024</b>	\$12,240
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<b>Total Expenditures</b>	<u>\$24,480</u>
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**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Aids - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$160
<b>Budgeted Expenditures in SFY 2024</b>	\$160
<b>Total Expenditures</b>	<hr/> \$320

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2100 - Support Services (Students)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"FOSTER CARE COORDINATOR - .5 FTE - District is seeing an uptick in foster care students. Coordinator to focus on reducing impacts of COVID 19 on foster care students.

Collaborates with foster care system to identify the school-related needs of students in foster care and serves as a liaison between community resources, foster parents and the students.

Assists foster families and students with the completion and submission of paperwork, applications and required documents to obtain KanCare, birth certificates, social security cards and SNAP benefits for students."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,360
<b>Budgeted Expenditures in SFY 2023</b>	\$21,630
<b>Budgeted Expenditures in SFY 2024</b>	\$22,280
<b>Total Expenditures</b>	<u>\$47,270</u>

**Status**

Approved

Line Item ID: 475-3-0073



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Foster Care Engagement Coordinator - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$255
<b>Budgeted Expenditures in SFY 2023</b>	\$1,655
<b>Budgeted Expenditures in SFY 2024</b>	\$1,705
<b>Total Expenditures</b>	<u>\$3,615</u>

**Status**

Approved

Line Item ID: 475-3-0074

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Foster Care Engagement Coordinator - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3
<b>Budgeted Expenditures in SFY 2023</b>	\$22
<b>Budgeted Expenditures in SFY 2024</b>	\$23
<b>Total Expenditures</b>	<u>\$48</u>

**Status**

Approved

Line Item ID: 475-3-0075

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Foster Care Engagement Coordinator - Supplies

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Approved

Line Item ID: 475-3-0076

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Retention incentive - FY2022 School Year - 4th Quarter

Existing staff that work 95% of the staffs contract. District wide in USD 475, approximately 9% of our positions remain unfilled.

The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff. To meet the needs of our students by retaining and recruiting staff members, Geary County Schools would like to follow the model implemented by Topeka 501 and offer staff retention and recruitment pay for maintaining employment for the duration of the school year. Both retention and recruitment pay will also be tied to attendance. Staff members must have 95% attendance to receive their additional pay. Retention Pay of \$1000 will be awarded to staff members who meet the employment and attendance criteria. ESSER II will pay for the 1st installment and ESSER III will pay for the 2nd installment. Frontline employees will have the opportunity to earn an additional \$250 quarterly payment each quarter.

Returning teachers who sign a contract for the 2022-23 school year will receive an additional \$1000 in retention pay to be paid in the first pay period of the 2022-23 and 2023-24 school year(s).

Teachers new to the district for the spring semester of 2022 or the 2022-23 and 2023-24 school years will receive recruitment pay of \$750. "

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,650,000
<b>Budgeted Expenditures in SFY 2023</b>	\$775,000
<b>Budgeted Expenditures in SFY 2024</b>	\$775,000
<b>Total Expenditures</b>	<u>\$3,200,000</u>

**Status**

Approved

Line Item ID: 475-3-0077

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$126,225
<b>Budgeted Expenditures in SFY 2023</b>	\$59,290
<b>Budgeted Expenditures in SFY 2024</b>	\$59,290
<b>Total Expenditures</b>	<u>\$244,805</u>

**Status**

Approved

Line Item ID: 475-3-0078

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,650
<b>Budgeted Expenditures in SFY 2023</b>	\$775
<b>Budgeted Expenditures in SFY 2024</b>	\$775
<b>Total Expenditures</b>	<u>\$3,200</u>

**Status**

Approved

Line Item ID: 475-3-0079

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive of substitutes teachers who complete 30 days of substitute assignments between 1/3/2021 to 3/01/2022 and 3/1/21 to 5/19/2022. District wide in USD 475, approximately 9% of our positions remain unfilled. The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. We are currently using 7 substitute teachers in long-term substitute roles. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

Line Item ID: 475-3-0080

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Benefits - Substitute Incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,530
<b>Budgeted Expenditures in SFY 2024</b>	\$1,530
<b>Total Expenditures</b>	\$3,060

**Status**

Approved

Line Item ID: 475-3-0081

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Benefits - Substitute Incentive

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20
<b>Budgeted Expenditures in SFY 2024</b>	\$20
<b>Total Expenditures</b>	\$40

**Status**

Approved

Line Item ID: 475-3-0082

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Retiree - KPERs Penalties Coverage

Payment of KPERs penalties to incentivize retirees to work part time or full time to cover vacant positions. "

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,255
<b>Budgeted Expenditures in SFY 2024</b>	\$45,255
<b>Total Expenditures</b>	<u>\$90,510</u>

**Status**

Approved

Line Item ID: 475-3-0083

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

"Alternative School Expansion - Add 4 Teachers to current program. District working to expand program for up to 90 additional students.

USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues.

At end of 2024 program expansion will be reviewed for continuation and movement of expenses into state categorical funds."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$260,000
<b>Budgeted Expenditures in SFY 2024</b>	\$267,800
<b>Total Expenditures</b>	<u>\$527,800</u>

**Status**

Approved

Line Item ID: 475-3-0084



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Alternative School - Expansion Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22,040
<b>Budgeted Expenditures in SFY 2024</b>	\$22,040
<b>Total Expenditures</b>	<u>\$44,080</u>

**Status**

Approved

Line Item ID: 475-3-0085

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Alternative School - Expansion Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$19,890
<b>Budgeted Expenditures in SFY 2024</b>	\$20,486
<b>Total Expenditures</b>	<u>\$40,376</u>

**Status**

Approved

Line Item ID: 475-3-0086

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Alternative School - Expansion Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$260
<b>Budgeted Expenditures in SFY 2024</b>	\$267
<b>Total Expenditures</b>	\$527

**Status**

Approved

Line Item ID: 475-3-0087

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2410 - Office of the Principal Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Alternative School Expansion - Add 1 Assistant Principal to current program. District working to expand program for up to 90 additional students. USD 475 secondary schools have experienced a 32% increase in student discipline referrals since students returned from COVID for the 2021-22 school year. The level of the referral has also increased by 17% between level one to two discipline issues. At end of 2024 program expansion will be reviewed for continuation and movement of expenses into state categorical funds.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$75,000
<b>Budgeted Expenditures in SFY 2024</b>	\$77,250
<b>Total Expenditures</b>	\$152,250

**Status**

Approved

Line Item ID: 475-3-0088

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2410 - Office of the Principal Services

**Object Code**

210 - Group Insurance

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Alternative School - Asst. Principal Expansion Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,760
<b>Budgeted Expenditures in SFY 2024</b>	\$5,760
<b>Total Expenditures</b>	<u>\$11,520</u>

**Status**

Approved

Line Item ID: 475-3-0089

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2410 - Office of the Principal Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Alternative School - Asst. Principal Expansion Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,735
<b>Budgeted Expenditures in SFY 2024</b>	\$5,910
<b>Total Expenditures</b>	<u>\$11,645</u>

**Status**

Approved

Line Item ID: 475-3-0090

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2410 - Office of the Principal Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Alternative School - Asst. Principal Expansion Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$75
<b>Budgeted Expenditures in SFY 2024</b>	\$77
<b>Total Expenditures</b>	<u>\$152</u>

**Status**

Approved

Line Item ID: 475-3-0091

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hot Spots - Used to cover students access to online systems to support bridging the homework gap and tutoring. Additionally, the hot spots support at risk students with no internet access. The district is offering hot spots for our after school tutoring programs to attempt to get more kids and teachers to participate to meet the objective of reducing the learning loss from the prior years during covid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$90,000
<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
<b>Total Expenditures</b>	<u>\$135,000</u>

**Status**

Approved

Line Item ID: 475-3-0092

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

432 - Technology-Related Repairs and Maintenance

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Replacement of technology broken due to student use during COVID. District entered into a 3 - year accidental warranty agreement with Dell due to the high volume of computers that were damaged due to COVID and continue to be damaged. Prior to FY21 about 175 devices per year were broken due to use. FY21 about 425 devices were broken due to use and we continue to see continued issues with devices due to more technology being used outside of school to support tutoring and homework support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$220,000
<b>Budgeted Expenditures in SFY 2024</b>	\$110,000
<b>Total Expenditures</b>	<u>\$330,000</u>

**Status**

Approved

Line Item ID: 475-3-0093

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

126 - Overtime Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive - FY 23 &amp; FY 24 School Year

Existing classified staff that work each semester will receive a \$500 per semester retention incentive. District wide in USD 475, approximately 9% of our positions remain unfilled. The number of vacancies in a non-COVID year/teacher shortage year is typically well under 5%. We have the following unfilled positions currently: 31 teachers, 5 special education teachers, 19 paraprofessionals, 19 food service positions, and 41 support staff positions such as, aides, tutors, hall monitors, and office staff. Approximately 10 substitute assignments go unfilled each day and must be covered internally by existing teachers, administrators, and other support staff. To meet the needs of our students by retaining and recruiting staff members, Geary County Schools would like to offer staff retention and recruitment pay for maintaining employment for the duration of the school year. Retention Pay of \$1000 will be awarded to staff members who meet the employment criteria.

Currently we have 654 staff members that would be entitled to the bonus. Some of those are part time and will receive a bonus on the % of FTE. Example a staff member working 2 hours a day would receive \$125.00 per semester incentive. We will pay these retention incentive in January and June of each year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$563,800
<b>Budgeted Expenditures in SFY 2024</b>	\$563,800
<b>Total Expenditures</b>	<u>\$1,127,600</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$41,500
<b>Budgeted Expenditures in SFY 2024</b>	\$41,500
<b>Total Expenditures</b>	<u>\$83,000</u>

**Status**

Approved

Line Item ID: 475-3-0095

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive - Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$756
<b>Budgeted Expenditures in SFY 2024</b>	\$756
<b>Total Expenditures</b>	<u>\$1,512</u>

**Status**

Approved

Line Item ID: 475-3-0096

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School Program - District needs assessment demonstrates academic deficits in ELA and Math. We want to introduce enrichment opportunities to students in our after school programs and to offer new, fun alternatives to traditional learning that we may not be able to provide during the regular school day.

4,000 hours of enrichment for 8 schools = 500 hours per school

The program runs Monday-Thursday for 2 hours a day. Depending on the size of the building and how many students are attending they will have from 4 to 10 staff members there to work with them.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$165,000

**Budgeted Expenditures in SFY 2024** \$165,000

**Total Expenditures** \$330,000

**Status**

Approved

Line Item ID: 475-3-0097

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School Tutoring Benefits

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$13,125

**Budgeted Expenditures in SFY 2024** \$13,125

**Total Expenditures** \$26,250

**Status**

Approved



Line Item ID: 475-3-0098

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School Tutoring Benefits

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$875
<b>Budgeted Expenditures in SFY 2024</b>	\$875
<b>Total Expenditures</b>	<u>\$1,750</u>

**Status**

Approved

Line Item ID: 475-3-0099

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

After School Program - Supplies We want to introduce enrichment opportunities to students in our after school programs and to offer new, fun alternatives to traditional learning that we may not be able to provide during the regular school day. These alternatives include field trips, cooking classes and hands on projects and experiments.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$21,000
<b>Budgeted Expenditures in SFY 2024</b>	\$21,000
<b>Total Expenditures</b>	<u>\$42,000</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

640 - Books and Periodicals

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 Pandemic changed education in numerous ways. It has caused us as a district and within our departments, curriculum, and resources to look through a different lens. The money allocated through ESSER to support our Library Media Centers will help to support the diversity of student resources needed to meet all students needs. Additionally, the funds will be utilized to update resources post pandemic, provide academic resources for students of all levels, and lastly to provide students with rich and rigorous materials to check out and share with their families. We will purchase additional library media books and supplies to address the academic needs of all students in order to address the academic deficits. The Library Media Specialist and those in respective department will work through integration of more academic, diverse, equitable, and inclusive resources and materials in all libraries in USD 475

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$300,000
<b>Budgeted Expenditures in SFY 2024</b>	\$300,000
<b>Total Expenditures</b>	\$600,000

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

66

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID Justification for USD 475 Employee Referral Incentive Pay for Hired Certified Staff

Geary County Schools is the 9th largest school district in Kansas, educating approximately 7000 students each year. We offer pre-k through grade 12 education, along with specialized services for 3- and 4-year-old students. The school district includes 12 elementary schools, two middle schools, and one high school. In 2021, 48% of USD 475 students received free or reduced lunch. 20% of the district's students receive special education service. The racial/ethnic composition of the district is 46.1% White, 20.7% Hispanic, 16.9% African American, and 16.3% Other. The school district serves a total of 7.6% or 511 English Learners. In 2013, an estimated 44% of the Geary County population lived below the poverty line, compared to the state average of 13.2%. Additionally, 36% of children under the age of 18 in Geary County live in poverty, nearly double the state average (19%). Geary County exhibits environmental risk factors that may negatively impact its school-aged population, including high rates of violent crime. Junction City is the 8th most dangerous community in Kansas in which to live according to data recently released by the FBI. 51.4% of our students' parents/guardians are active-duty military. This leads to a very transient student population. Geary County School had a 34% student turnover rate in the 2020-21 school year.

Approximately 1 in every 3 students did not end the year in Geary County Schools or they did not start the school year with Geary County Schools.

It is difficult to recruit and retain teachers and other staff in our urban/rural, transient military base environment, and we are a high needs district as noted by the data above. The stress of Covid-19 has exacerbated this issue. Some staff members did not return to their positions due to the risk of contracting Covid-19 or the requirement to wear a mask. Many of our staff have also retired early, stating that Covid-19 risk of exposure was the reason. Similarly, our pool of available substitutes was also gravely depleted due to Covid-19, which caused district level and support staff to substitute regularly last year. Many staff have also left the district simply because of the extreme demands of the profession. This district has made a tremendous effort to increase our substitute pool with limited success and to recruit and retain staff. Each year we begin a school year with approximately 40 unfilled certified positions out of approximately 675. We currently in January of 2023 have 26 unfilled certified positions. We have placed 12 substitute teachers in classrooms fulltime.

To meet the needs of our students we are requesting approval to enhance our recruitment efforts and success rate by providing "Referral Incentive Pay" to any current employee (who is not an administrator or director) who is noted in a referral notice (and still with USD 475) by a newly hired certified individual for the 2023-24 school year. The incentive we are proposing is \$500 per referral which would be budgeted from our ESSER III funds. We hire approximately 120 staff each year. This estimated cost of this program would be \$60,000 to &75,000 per year for the next two school years. We expect this to broaden the outreach of USD 475 to enhance our recruitment efforts. We also anticipate an increase in retention due to this program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$75,000
<b>Budgeted Expenditures in SFY 2024</b>	\$60,000
<b>Total Expenditures</b>	\$135,000

**Status**

Approved



# ESSER III APPLICATION FOR D0505

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence-Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Chetopa-St. Paul	430 Elm Street, Chetopa, KS 673368852	430 Elm Street, Chetopa, KS 673368852
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Craig Bagshaw	cbagshaw@usd505.org	(620) 236-7244

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Craig	Bagshaw	cbagshaw@usd505.org	(620) 236-7244
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Terri Ross		tross@usd505.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd505.org/files/136035084.pdf>

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Chetopa - Saint Paul has relied on the Labette County Health Department and Community Health Center of Southeast Kansas regarding COVID mitigation efforts. Throughout the pandemic, USD 505 has made changes to reflect new guidance from KDHE, CDC, KSDE and local officials.

Implementation of COVID protocols in our schools will continue to evolve as guidance is provided. Our health department will continue to provide COVID testing programs for staff and students. This will allow us to identify individuals who may be COVID positive and also help us keep students/staff in school who may have otherwise been quarantined. In addition, we will keep PPEs (masks, hand sanitizer, food service equipment, shields, etc.) in stock and continue to provide options/products for proper social distancing, especially in the area of food service.

We also plan to continue a partnership with Community Health Care to provide mental health services. CHC has been a great partner helping us with COVID cases and student social/emotional needs. Through stakeholder input, we have garnered support for the preventions as mentioned earlier and strategies. The main theme from our stakeholders is to do whatever is necessary to keep our students in school.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The superintendent and building administrators met with and surveyed students attending our attendance centers to discuss the proposed ESSER 3 plan. During the meetings; students provided input and feedback on areas they felt the money could be used to address needs brought about as a result of COVID (i.e., student depression, hygiene, comfort in classrooms or lack of comfort, outdoor learning opportunities, school safety). Feedback was noted and shared with our district's ESSER committee.

The student response rate was 20%. The online survey was sent out via school email to all students. We had very few middle and high school students that responded to the online survey, because of this the building principals met with their student councils, and buildings advisory panels to discuss the proposed ESSER III plan and to see how students wanted to utilize the funds.

Our students were very appreciative of the opportunity to provide input and the opportunity to be heard. Again, the top areas of concern, according to our students, were as follows:

Providing additional technology for student use.  
Additional personnel and staff support for academic interventions  
After school tutoring and Summer learning programs

### Families

The district office sent an email to every USD 505 parent/guardian who had a child enrolled in our district. The correspondence explained that ESSER III guidelines and procedures 505 are required to meet for funds to be spent. Families and/or guardians were provided with a link to a survey and were encouraged to complete the survey. In addition, the superintendent has visited with the board, during regularly scheduled meetings, and has provided them with updates from our district ESSER III committee meetings. Mr. Bagshaw, Superintendent, has continuously sought input from community members, business leaders, staff, and administrators and District Leadership Team members.

An email survey was sent to every USD 505 parent/guardian who has a child enrolled in our district. The response rate was 78.7% from families in the district. According to our parent/guardian survey, the top areas of concern were as follows: Purchasing additional supplies to sanitize and clean facilities. Facility upgrades that support student health needs and additional instructional materials and resources (software, textbooks, curriculum, etc.)

According to our parent/guardian survey the top areas of concern were as follows:

Purchasing additional supplies to sanitize and clean facilities.

Facility upgrades that support student health needs

Additional instructional materials and resources (software, textbooks, curriculum, etc.)

### **School and District Administrators including Special Education Administration**

Unified School District 505 employs 3 full-time administrators, a board clerk who also acts as director of food service, and lead transportation director. 2 maintenance directors, a director of technology. The district also employs a curriculum/instructional coach. We also have a shared special education director with the SEK Special Education Cooperative.

All parties have been actively involved since the beginning of September 2021 in the development of the ESSER III Plan. Monthly meetings and ongoing communications have taken place to discuss needs, options and ways Federal money could be utilized to address the identified areas of concern for our district. In addition, all school administrators and special education administrators have participated in various community meetings and state level meetings.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The superintendent and district leadership team members have met with all staff in the district on multiple occasions during scheduled staff meetings, in-service days, and administrative meetings to discuss the ESSER III plan and guidelines for how money may or may not be spent.

All staff classified and certified were given an opportunity to share ideas, needs and concerns. District administrators explained the ESSER III application process and specifically, the allowable uses that might be considered for ESSER III funding. Building principals monthly with district administration during administration meetings to discuss ESSER and the needs they have identified. Building administrators were given the task to address the ESSER III plan during their respective staff meetings and grade level collaborations

In addition, the school district met directly with the Chetopa Teachers Association to address the funding needs of students, the community, and staff. Lastly, all parties in this group were invited to complete the ESSER III funding survey to provide input and prioritize the possible funding request for allowable uses.

### **Tribes**

Our student information system, PowerSchool, indicates that we have less than 10 student/staff members who identify as Native American. No individuals to our knowledge are connected to a tribe. Our district will pursue participation in the Indian Education Grant Program. An application for the school year 2022-23 under the Indian Education Formula Grant Program for Local Education Agencies, Title VI of the Elementary and Secondary Education Act, has been obtained from the Office of Indian Education.

All of our families were provided the online survey and allowed to express their perceived needs, educationally and emotionally, for continuing and/or new resources that might be considered with ESSER III funding. The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were

Our county schools have reached out to and corresponded with Krista Pierce, the Higher Education Director for Quapaw Nation, and Dakota Thompson, Education Specialist for Cherokee Nation, regarding various ways we can help our Native American population. Given the fact that we are geographically located along with Oklahoma and headquarters to several tribes, including the Quapaw and Cherokee Tribe, we have made it a priority to address the needs of our Native American student population. Those needs include extended day and extended year opportunities, specifically after-school/ summer school and tutoring programs.

### **Civil Rights Organization including Disability Rights Organizations**



USD 505 has worked closely with our local special education cooperative and actively pursued additional avenues to support students with disabilities. We hoped to continue building support to ensure our plans meet the needs of all students during the pandemic. The mission and purpose of the SEK Interlocal are to collaborate with member districts to provide special education and related services to identified students who attend school within the Interlocal.

The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and community. Our local SEK cooperative offered the following input that was considered in our ESSER III application:

Need: In consultation between the district and the SEK Interlocal, both entities recognize the needs and priorities of learning loss, and an increase in psychosocial issues, for disabled students directly related to the pandemic and subsequent school closure and disruptions. Specifically:

\*School Closure and Remote Instruction implemented for students created learning loss for some students, especially those who require extra academic assistance, benefit from direct peer modeling, or whose instruction requires differentiation and individualization. Students with health disabilities have been especially impacted.

\*Disruptions in access to peers, structured educational environments, and behavioral supports have increased the intensity and need for social-emotional support for many students including students with disabilities.

Priorities: The district and SEK Interlocal acknowledge that utilizing ESSER III dollars to support the following types of extra supports would benefit not only students with disabilities but for all students:

\*Expanded learning opportunities such as after-school programs and summer school programs to provide enriched learning opportunities.

\*Increased professional and staffing increases to expand access and support for individualized learning. This may require an increased cost of funding to raise compensation levels to compete with a human resource shortage.

\*Programs and resources to support students and families experiencing social-behavioral issues. This could include school wide behavioral supports and increased access to staff trained to address these needs.

\*Activities or implementation of best practices related to health and wellness such as increased nursing staff, health education, and exercise programs. Modifications to the school environment and use of advancements to promote air quality and a sanitary environment.

The district, and Superintendents in Cherokee County and Chetopa - St. Paul, also reached out to Lane Williams, the legal director for the Disability Rights Center of Kansas. He provided this input that we took into consideration when developing our plan:

"The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational support and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally before the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after-school tutoring, are necessary to give students with disabilities have a better opportunity to stop the slide in their educational progress due to the pandemic."

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Data from our school information system indicates that we do not have any students identified as homeless, migrant or incarcerated. To seek input from parents/guardians for students with disabilities, English learners, in foster care, and other underserved students, the district sent an email to all the parents/guardians explaining the ESSER III application process and the allowable uses that we may consider to request ESSER III funding.

In this email, they were invited to complete an online ESSER III survey to provide personal input. In addition to reaching out to our parents/guardians of students with disabilities, we also requested input from our local special education cooperative for their input on how we can better serve this population moving forward in regards to the COVID pandemic and its aftermath. Below is a breakdown of our survey information:

Self/Parent/Guardian/Representative for a child with disabilities: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were: #1 - additional support for academic intervention, #2 - additional instructional materials and resources, and #3 -continuing technology upgrades.

Self/Parent/Guardian/Representative for a child who is an identified English Language Learner (ESOL): The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -additional personnel and staff support for academic intervention, #2 - additional instructional materials and resources, and #3 -facility health upgrades.

Self/Parent/Guardian/Representative for a child in foster care: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -facility health upgrades, #2 - additional instructional materials and resources, and #3 -continuing technology upgrades.

The response rate for the following stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, who are incarcerated, and other underserved students was 2.7%. Our district has very small subgroups and no individuals to our knowledge are connected to a tribe, we reached out to the following: Krista Pierce, the Higher Education Director of the Quapaw Nation, and Dakota Thompson, the Education Specialist for the Cherokee Nation, regarding various ways we can help our Native American population. We also reached out to SEK Interlocal to best meet the needs of our students with disabilities as well as Lane Williams, the legal director for the Disabilities Rights Center of Kansas. We have no students that are identified as homeless, migrant, or incarcerated.

### **Provide the public the opportunity to provide input and take such input into account**

The public is welcome and encouraged to provide patron comments during our Board of Education meetings. Since August of 2021, Return to School and/or Covid Mitigation has been an item of discussion at our board meetings. The information discussed at that time has been noted in our board updates to our patrons.

In addition, we made a survey link available to our district stakeholders to provide input on what they perceived would be the greatest needs in our school district to address student needs in regards to COVID and its aftermath. The district office also reached out to our various civic groups and the Labette County Commissioners to help solicit input from our business community. An email that detailed the ESSER III application process and the allowable uses that might be considered for ESSER III funding was sent to the Labette County Economic Development Director. He was invited to complete an ESSER III funding survey to provide individual input. The district also reached out to our public for input at PTO, Site Council, and local school board members.

The district met with the Alumni and PAC teams from both buildings to receive their input on how to utilize ESSER III. The online surveys were also posted on the district website to encourage community input. We are from two small communities and most were involved in the survey through parent/guardian which put our public response rate less than 10%.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**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 one of the most disrupted school years draws to a close, it is time to take stock of the impact of the pandemic on student learning and well-being. Although the 2021–22 academic year ended on a high note—with rising vaccination rates, in-person graduations, and access to in-person learning for 99.2 percent of students—it was as a whole perhaps one of the most challenging for educators and students in our district’s history.

During the 2021-22 school year, all five attendance centers were open and in session for face-to-face instruction. However, Covid proved to be a challenge and provided many opportunities for our administration, staff, and parents to learn how to be more flexible as the district navigated its way through the pandemic. All of our buildings faced disruptions and had to change the way instruction was delivered to our children. Covid was real and the impact was felt across USD 505. Our district maintained a COVID-19 data bank. Administration, board members, staff, and contracted employees were consistently monitored..

Our analysis shows that the impact of the pandemic on our K–12 student learning was noticed, leaving some students in our primary grades (K-3) on average 1-2 months behind in mathematics and 1-2 months behind in reading by the end of the school year. The pandemic widened preexisting opportunity and achievement gaps, hitting our at-risk, special education, and disadvantaged students hardest. In math, some students with an individual education plan and at-risk students ended the year further behind as compared to their peers.

Our chronic absenteeism in our attendance centers was higher than in pre-pandemic years. And the crisis/pandemic had an impact on not just academics but also the broader health and well-being of our students, a large majority of parents were very or extremely concerned about their children’s mental health.

Below is analysis of how the pandemic has impacted student learning and social/emotional development/progress of our students:

All students K through 8th grade take the Fast Bridge Assessment (Universal Screener). This data is used to drive our intervention program(s) and provides information for our instructors as they develop strategies for each child enrolled in their respective class. The data also provides information on where reading and math gaps are, so our instructors can pinpoint the exact need and make a plan to support each child.

#### Social Emotional Screener

This is our third year offering a social emotional screener to our students. Since we continue to see a great need in this area, we hope this data will be valuable in decision making around the best ways to support our students. All 2nd-5th grade students completed the mySAEBRS screener. This is a self-assessment taken individually.

### **How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Summer Learning- Our students demonstrate a need for academic and social-emotional support that requires funding outside of our budget. Funds are needed to operate summer learning recovery programs in each community. This will range from Pre-K through 12 and will be geared to at-risk students who’ve demonstrated the greatest negative impact from the pandemic. Funding for the summer school program will include staffing cost, transportation and food service cost curriculum, materials, supplies, and related expenses. The district will utilize our MTSS resources (FastBridge and other TASN -approved resources) for grades PreK-8. The High school will use Edgenuity for credit recovery options. Edgenuity is on the approved KSDE list of evidence-based practices. Summer school hours are 8:30 - 12:30, four days per week for four weeks.

After School Programming- This programming will concentrate on closing learning gaps through literacy and math support, while providing homework help for students. This is supported as an evidenced-based practice by KSDE.

Academic Core Resources- We will be updating our core resources. Our process involves vetting through the KSDE evidenced-based practices and the What Works Clearinghouse. Furthermore, we vet our selections through TASN as part of our MTSS protocols.

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

After addressing learning loss and evidence-based practices that will best serve our students due to the COVID pandemic and its aftermath, the district will request funds that meet the requirement of acceptable uses that are consistent with the section

2001(e)(2) of the ARP Act. In determining what to address with the remaining funds, we will revert back to the highest priorities that were identified in our stakeholder input survey. The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were #1 -continuing technology upgrades to support learning, #2 facility upgrades that support student health needs, and #3- additional personnel and staff support for academic interventions. The next three levels supported the use of additional personnel, summer learning programs, and additional behavior support. These factors were used in determining how we would spend our allotted ESSER III dollars.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and the community. The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community but that we also maintained an important focus on addressing the specific needs of all students and staff populations.

These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and in the years to come. Most importantly, we regularly monitor student behaviors, academic recovery, and the success of our student population using an array of data. If the desired results are not present, we will look for common themes within the data and make the necessary adjustments accordingly.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$878,992	\$0	\$878,992	ESSER III Allocations	\$175,799
Approved Total	\$860,336	\$0	\$860,336	Approved Total	\$266,594
Amount Left	\$18,656	\$0	\$18,656	Amount Still Needed	\$0
In Review Total	\$18,656	\$0	\$18,656	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
505-3-0013	Direct	False	2600	610	7	\$4,156	Task Force Review
505-3-0050	Direct	False	2600	700	7	\$10,000	Task Force Review
505-3-0051	Direct	False	2600	610	7	\$4,500	Task Force Review
505-3-0052	Direct	False	1000	100	15	\$79,500	Approved
505-3-0053	Direct	False	1000	220	15	\$6,065	Approved
505-3-0054	Direct	False	2600	120	15	\$10,500	Approved
505-3-0055	Direct	False	2600	220	15	\$810	Approved
505-3-0056	Direct	False	3100	120	15	\$7,500	Approved
505-3-0057	Direct	False	3100	220	15	\$575	Approved
505-3-0058	Direct	False	2710	120	15	\$15,000	Approved
505-3-0059	Direct	False	2710	220	15	\$1,150	Approved
505-3-0060	Direct	False	2400	110	15	\$6,000	Approved
505-3-0061	Direct	False	2400	220	15	\$460	Approved
505-3-0062	Direct	False	2300	110	15	\$3,000	Approved
505-3-0063	Direct	False	2300	220	15	\$230	Approved
505-3-0064	Direct	False	1000	100	15	\$66,250	Approved
505-3-0065	Direct	False	1000	220	15	\$5,043	Approved
505-3-0066	Direct	False	2600	120	15	\$8,750	Approved
505-3-0067	Direct	False	2600	220	15	\$675	Approved
505-3-0068	Direct	False	3100	120	15	\$6,250	Approved
505-3-0069	Direct	False	3100	220	15	\$475	Approved
505-3-0070	Direct	False	2710	120	15	\$12,500	Approved
505-3-0071	Direct	False	2710	220	15	\$975	Approved
505-3-0072	Direct	False	2400	110	15	\$5,000	Approved
505-3-0073	Direct	False	2400	220	15	\$385	Approved
505-3-0074	Direct	False	2300	110	15	\$2,500	Approved
505-3-0075	Direct	False	2300	220	15	\$195	Approved
505-3-0001	Direct	True	1000	110	11B	\$19,762	Approved
505-3-0002	Direct	True	1000	220	11B	\$1,477	Approved
505-3-0003	Direct	False	2600	700	7	\$6,290	Approved

505-3-0004	Direct	True	2710	120	11B	\$2,130	Approved
505-3-0005	Direct	True	2710	220	11B	\$166	Approved
505-3-0006	Direct	False	3100	700	15	\$23,908	Approved
505-3-0007	Direct	False	1000	110	1A	\$53,372	Approved
505-3-0008	Direct	False	1000	220	1A	\$4,071	Approved
505-3-0009	Direct	False	1000	290	1A	\$6,141	Approved
505-3-0010	Direct	True	1000	110	12	\$7,635	Approved
505-3-0011	Direct	True	1000	220	12	\$522	Approved
505-3-0012	Direct	True	1000	290	12	\$3,059	Approved
505-3-0014	Direct	True	1000	500	11A	\$4,716	Approved
505-3-0015	Direct	True	1000	610	11A	\$1,727	Approved
505-3-0016	Direct	False	1000	110	1A	\$148,000	Approved
505-3-0017	Direct	False	1000	220	1A	\$11,500	Approved
505-3-0018	Direct	False	1000	290	1A	\$25,882	Approved
505-3-0019	Direct	True	1000	610	12	\$23,942	Approved
505-3-0020	Direct	True	1000	610	12	\$4,644	Approved
505-3-0021	Direct	False	1000	610	12	\$14,192	Approved
505-3-0022	Direct	False	1000	610	12	\$968	Approved
505-3-0023	Direct	True	2720	800	11A	\$4,240	Approved
505-3-0024	Direct	True	2720	800	11B	\$4,360	Approved
505-3-0025	Direct	True	1000	110	11A	\$23,326	Approved
505-3-0026	Direct	True	2720	120	11A	\$2,563	Approved
505-3-0027	Direct	True	3100	120	11A	\$2,961	Approved
505-3-0028	Direct	True	1000	220	11A	\$1,855	Approved
505-3-0029	Direct	True	2720	220	11A	\$197	Approved
505-3-0030	Direct	True	3100	220	11A	\$155	Approved
505-3-0031	Direct	True	1000	610	12	\$3,052	Approved
505-3-0032	Direct	False	1000	644	12	\$56,623	Approved
505-3-0033	Direct	False	1000	644	12	\$3,007	Approved
505-3-0034	Direct	True	1000	610	12	\$9,917	Approved
505-3-0035	Direct	True	1000	610	12	\$5,738	Approved
505-3-0036	Direct	True	1000	110	11B	\$40,000	Approved
505-3-0037	Direct	True	1000	220	11B	\$3,000	Approved
505-3-0038	Direct	True	2710	120	11B	\$4,300	Approved
505-3-0039	Direct	True	2710	220	11B	\$350	Approved
505-3-0040	Direct	True	2720	800	11B	\$8,720	Approved
505-3-0041	Direct	True	1000	110	11A	\$46,000	Approved
505-3-0042	Direct	True	2720	120	11A	\$5,200	Approved
505-3-0043	Direct	True	3100	120	11A	\$6,000	Approved
505-3-0044	Direct	True	1000	220	11A	\$3,700	Approved
505-3-0045	Direct	True	2720	220	11A	\$400	Approved
505-3-0046	Direct	True	3100	220	11A	\$300	Approved

505-3-0047	Direct	True	2720	800	11A	\$8,480	Approved
505-3-0048	Direct	True	1000	500	11A	\$10,000	Approved
505-3-0049	Direct	True	1000	610	11A	\$2,000	Approved

## Line Item Details

Line Item ID: 505-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 janitorial supplies

**Account Number**

92-2600-614

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

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

Capital expenditure application has been sent.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,156
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,156</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 505-3-0050

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 janitorial equipment

**Account Number**

92-2613-700

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

700 - PROPERTY

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase 8 automatic bottle fillers to help to contain the spread of covid. The students can fill a bottle without touching anything instead of drinking out of the fountain.

Capital expenditure application has been sent.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 505-3-0051



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 janitorial supplies

**Account Number**

92-2600-614

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

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

Capital expenditure application has been sent.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$4,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 505-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 premium pay

**Account Number**

92-1014-115

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

22-23 Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$79,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$79,500</u>

**Status**

Approved

Line Item ID: 505-3-0053

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-1014-220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

social security and unemployment taxes on the retention incentive pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,065
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,065</u>

**Status**

Approved

Line Item ID: 505-3-0054

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 premium pay

**Account Number**

92-2600-115

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

22-23 Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,500</u>

**Status**

Approved

Line Item ID: 505-3-0055

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER social security

**Account Number**

92-2600-220

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

social security and unemployment taxes on the retention incentive pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$810
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$810</u>

**Status**

Approved

Line Item ID: 505-3-0056

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 cook premium pay

**Account Number**

92-3100-115

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

22-23 Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

Line Item ID: 505-3-0057

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER social security

**Account Number**

92-3100-220

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

social security and unemployment taxes on the retention incentive pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$575
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$575</u>

**Status**

Approved

Line Item ID: 505-3-0058

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 bus premium pay

**Account Number**

92-2723-115

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

22-23 Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants. ESSER II will cover \$700 per employee and the other \$800 will be funded through ESSER III funds.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$15,000

**Status**

Approved

Line Item ID: 505-3-0059

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-2723-220

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

social security and unemployment taxes on the retention incentive pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,150
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,150

**Status**

Approved

Line Item ID: 505-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 premium pay

**Account Number**

92-2400-115

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

22-23 Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Approved

Line Item ID: 505-3-0061

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER social security

**Account Number**

92-2400-220

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

social security and unemployment taxes on the retention incentive pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$460
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$460</u>

**Status**

Approved

Line Item ID: 505-3-0062

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 premium pay

**Account Number**

92-2300-115

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

22-23 Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved

Line Item ID: 505-3-0063

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER social security

**Account Number**

92-2300-220

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

social security and unemployment taxes on the retention incentive pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$230
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$230</u>

**Status**

Approved

Line Item ID: 505-3-0064

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 premium pay

**Account Number**

92-1014-115

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

23-24 Retention incentive pay-all staff will receive retention incentive pay. The amount is dependent on available funds and is to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$66,250
<b>Total Expenditures</b>	\$66,250

**Status**

Approved

Line Item ID: 505-3-0065

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-1014-220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

social security and unemployment taxes on the retention incentive pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$5,043
<b>Total Expenditures</b>	\$5,043

**Status**

Approved

Line Item ID: 505-3-0066



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 premium pay

**Account Number**

92-2600-115

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

23-24 Retention incentive pay-all staff will receive retention incentive pay. The amount is dependent on available funds and is to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$8,750
<b>Total Expenditures</b>	<u>\$8,750</u>

**Status**

Approved

Line Item ID: 505-3-0067

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER social security

**Account Number**

92-2600-220

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

social security and unemployment taxes on the retention incentive pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$675
<b>Total Expenditures</b>	<u>\$675</u>

**Status**

Approved

Line Item ID: 505-3-0068

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 cook premium pay

**Account Number**

92-3100-115

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

23-24 Retention incentive pay-all staff will receive retention incentive pay. The amount is dependent on available funds and is to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$6,250
<b>Total Expenditures</b>	\$6,250

**Status**

Approved

Line Item ID: 505-3-0069

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER social security

**Account Number**

92-3100-220

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

social security and unemployment taxes on the retention incentive pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$475
<b>Total Expenditures</b>	\$475

**Status**

Approved

Line Item ID: 505-3-0070

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 bus premium pay

**Account Number**

92-2723-115

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

23-24 Retention incentive pay-all staff will receive retention incentive pay. The amount is dependent on available funds and is to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$12,500
<b>Total Expenditures</b>	\$12,500

**Status**

Approved

Line Item ID: 505-3-0071

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-2723-220

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

social security and unemployment taxes on the retention incentive pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$975
<b>Total Expenditures</b>	\$975

**Status**

Approved

Line Item ID: 505-3-0072

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 premium pay

**Account Number**

92-2400-115

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

23-24 Retention incentive pay-all staff will receive retention incentive pay. The amount is dependent on available funds and is to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	\$5,000

**Status**

Approved

Line Item ID: 505-3-0073

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER social security

**Account Number**

92-2400-220

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

social security and unemployment taxes on the retention incentive pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$385
<b>Total Expenditures</b>	\$385

**Status**

Approved

Line Item ID: 505-3-0074

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 premium pay

**Account Number**

92-2300-115

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

23-24 Retention incentive pay-all staff will receive retention incentive pay. The amount is dependent on available funds and is to be in two payments paid in November and in March. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Approved

Line Item ID: 505-3-0075

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER social security

**Account Number**

92-2300-220

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

social security and unemployment taxes on the retention incentive pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$195
<b>Total Expenditures</b>	<u>\$195</u>

**Status**

Approved

Line Item ID: 505-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 Afterschool salary

**Account Number**

92-1013-113

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

21-22 The afterschool program is held from 3:50-5:05 Monday-Thursday. This item includes the staff need to teach the afterschool enrichment program. The goal of the afterschool program is to give more specialized instructions to help all students who are performing below benchmark, part of which was caused from the COVID shutdown.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$19,762
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$19,762</u>
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**Status**

Approved

Line Item ID: 505-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 Afterschool social security

**Account Number**

92-1013-220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is the social security for the afterschool program staff salaries.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$1,477
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,477</u>
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**Status**

Approved

Line Item ID: 505-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 janitorial equipment

**Account Number**

92-2613-700

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

700 - PROPERTY

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Restroom cleaning system-2 units, one for each campus. These will provide better and deeper cleaning of the building restrooms and locker rooms and make them more sanitized through the use of a sanitizing solution that is sprayed on the walls to help to kill the Coronavirus and other viruses.

The best way to describe this machine is that it is like a pressure washer that sprays sanitizer instead of water and then the machine sucks up the liquid like a wet vac.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,290
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,290</u>

**Status**

Approved

Line Item ID: 505-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 bus salary

**Account Number**

92-2723-120

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

21-22 This is bus salary for a driver to transport the afterschool students home after the afterschool program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,130
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,130</u>

**Status**

Approved

Line Item ID: 505-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-2723-220

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This the social security for the afterschool program bus salaries.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$166**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$166**Status**

Approved

Line Item ID: 505-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3-FS equipment

**Account Number**

92-3100-700

**Function Code**

3100 - Food Service Operations

**Object Code**

700 - PROPERTY

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the COVID pandemic, our food suppliers are having trouble providing food for the student meals when they are needed. We needed to purchase more freezers so we could store more food when it is available for purchase so we will have it when it is needed. We have purchased 3 commercial freezers, one for one campus and 2 for the other campus.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$23,908**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$23,908**Status**

Approved

**Line Item Comment from KSDE**

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 505-3-0007



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 teacher salary

**Account Number**

92-1014-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

21-22 Our district will hire 2 teachers to reduce the classroom size of two elementary classrooms. This will allow for fewer students in a classroom so the students can be spaced out to help prevent the spread of COVID and improve the students performing below benchmark academically due to the COVID shutdown.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$53,372
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$53,372</u>

**Status**

Approved

Line Item ID: 505-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-1014-220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is the social security and unemployment taxes on the classroom reduction teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,071
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,071</u>

**Status**

Approved

Line Item ID: 505-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 fringe benefit

**Account Number**

92-1014-290

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is the insurance cost related to the classroom reduction teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,141
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,141</u>

**Status**

Approved

Line Item ID: 505-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 teacher salary1000

**Account Number**

92-1014-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our district will hire an Academic Coach for the 2021-22 school year. This instructor will work with students who are behind academically due to missing school because of the COVID shutdown as well as those students who are below benchmark in their grade level on state assessments, IXL and Fastbridge assessments.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,635
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,635</u>

**Status**

Approved

Line Item ID: 505-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-1014-220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

social security and unemployment taxes on the Academic Coach

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$522**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$522**Status**

Approved

Line Item ID: 505-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 fringe benefit

**Account Number**

92-1014-290

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Insurance cost related to the Academic Coach

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,059**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,059**Status**

Approved

Line Item ID: 505-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 summer activities

**Account Number**

92-4003-500

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

21-22 Field trip entry fees and other expenses and educational camp at Greenbush. These trips/camps will help to provide student enrichment during our summer school session and promote attendance.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,216
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,716</u>

**Status**

Approved

Line Item ID: 505-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 summer school supplies

**Account Number**

92-4003-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

21-22 Supplies and staff meals to supervise lunches in our summer school program that was half a day for 4 weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$868
<b>Budgeted Expenditures in SFY 2023</b>	\$859
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,727</u>

**Status**

Approved

Line Item ID: 505-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 teacher salary

**Account Number**

92-1014-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

2022-2023 and 2023-24 Our district will hire 2 teachers to reduce the classroom size of two elementary classrooms. This will allow for fewer students in a classroom so the students can be spaced out to help prevent the spread of COVID and improve the students performing below benchmark academically due to the COVID shutdown.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$70,000
<b>Budgeted Expenditures in SFY 2024</b>	\$78,000
<b>Total Expenditures</b>	<u>\$148,000</u>

**Status**

Approved

Line Item ID: 505-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-1014-220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is the social security and unemployment taxes on the classroom reduction teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,500
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$11,500</u>

**Status**

Approved

Line Item ID: 505-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 fringe benefit

**Account Number**

92-1014-290

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is the insurance cost related to the classroom reduction teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,607
<b>Budgeted Expenditures in SFY 2024</b>	\$13,275
<b>Total Expenditures</b>	<u>\$25,882</u>

**Status**

Approved

Line Item ID: 505-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 supplies

**Account Number**

92-1014-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our district has purchased a 3 year license to IXL. This program will allow the students to practice the skills that they missed during the COVID. The district determined the need for this program based on the drop in state assessment scores and other testing programs.

What subgroups are most greatly affected by COVID-19? District-wide our subgroups most affected were students economically disadvantaged and students with disabilities.

How will this address the learning loss?

IXL's Real-Time Diagnostic evaluates each student's knowledge in math and reading and gives the According to our KCTC Climate Types Report, the district has 58.9% of students receive free or reduced lunch. Several single-family homes, students in foster care, and students with disabilities are all represented in the district. students a personalized action plan to help them close gaps for each individual learner. Teachers can create personalized study plans using IXL scores to differentiate learning and propel growth throughout the year.

The license will run from June 30, 2022-July 31, 2025.

If the program is beneficial to learning loss during the contract time, the district will use other funds to continue the program past the end date of the contract.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$11,971
<b>Budgeted Expenditures in SFY 2024</b>	\$11,971
<b>Total Expenditures</b>	<u>\$23,942</u>

**Status**

Approved

Line Item ID: 505-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 supplies

**Account Number**

92-1014-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fastbridge License-will be used to monitor student learning, meet dyslexia requirements so the district can identify academic gaps caused by the loss of learning during COVID

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,548
<b>Budgeted Expenditures in SFY 2024</b>	\$3,096
<b>Total Expenditures</b>	<u>\$4,644</u>

**Status**

Approved

Line Item ID: 505-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 supplies

**Account Number**

92-1014-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our district purchased Handwriting Without Tears. The program is an evidence-based program that is taught within the classroom setting and is geared toward improving handwriting in all children and not just those exhibiting difficulties. It also promotes multi-sensory teaching an important aspect of instruction for struggling readers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$14,192
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,192</u>

**Status**

Approved

Line Item ID: 505-3-0022



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 supplies

**Account Number**

92-1014-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Our district purchased Significant 72. This program lays out the research on how to develop positive relationships between teachers and their students. The positive relationships will help the students to perform better in the classroom.

What subgroups with this address?

According to our KCTC Climate Types Report, the district has 58.9% of students receive free or reduced lunch. Several single-family homes, students in foster care, and students with disabilities are all represented in the district.

How will it address learning loss? These Significant 72 practices are an initiative for the district that supports and guides relationship-building between teachers and students. In this book, Dr. Wolcott references the research of John Hattie, which says student-teacher relationships can help students achieve nearly two years' growth in one year's time.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$968
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$968</u>

**Status**

Approved

Line Item ID: 505-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 bus use

**Account Number**

92-2720-800

**Function Code**

2720 - Monitoring Services

**Object Code**800 - DEBT SERVICE AND  
MISCELLANEOUS**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

2022 This is the bus use fee for the summer school program. The buses were used to transport approximately 100 kids to and from school and on field trips.

This is not paid to another company. It is paid to the district general fund to reimburse for the fuel and supplies to transport the students home from summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,240
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,240</u>

**Status**

Approved

Line Item ID: 505-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 bus use

**Account Number**

92-2720-800

**Function Code**

2720 - Monitoring Services

**Object Code**800 - DEBT SERVICE AND  
MISCELLANEOUS**Allowable Use**11B - Planning and implementing  
supplemental after-school programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

21-22 This is the bus use fee for the afterschool program. The bus was used to transport approximately 20-25 students per day home from school for 100 days.

This fee is not paid to another company. This is a reimbursement to the general fund to cover the cost of fuel and other supplies for the afterschool bus to transport the kids home.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,360
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,360</u>

**Status**

Approved

Line Item ID: 505-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 summer pay

**Account Number**

92-4003-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

2022 Summer school was held May 23-June 16. Chetopa and St. Paul had 4 weeks of half days of instruction. This item includes the directors and staff need to teach the summer school enrichment program. The goal of the summer school is to give more specialist instructions to help all students who are performing below benchmark, part of which was caused from the COVID shutdown. About 115 students benefited from summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$23,326
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$23,326</u>

**Status**

Approved

Line Item ID: 505-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 summer school bus driver

**Account Number**

92-4003-120

**Function Code**

2720 - Monitoring Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This item includes the cost of the bus drivers that were hired to transport the students to summer school and the included activities from May 23-June 16.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,563
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,563</u>

**Status**

Approved

Line Item ID: 505-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 summer school cook

**Account Number**

92-4003-130

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Meals were served to the students for breakfast and lunch during the summer school program. Our cooks and additional staff made sure all meals were prepared and everything was sanitized before and after meals to reduce the spread of covid and other illnesses.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,961
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,961</u>

**Status**

Approved

Line Item ID: 505-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-4003-220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is social security on all salaries paid related to summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,855
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,855</u>

**Status**

Approved

Line Item ID: 505-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-4003-220

**Function Code**

2720 - Monitoring Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is social security on all salaries paid related to summer school.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$197**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$197**Status**

Approved

Line Item ID: 505-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-4003-220

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is social security on all salaries paid related to summer school.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$155**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$155**Status**

Approved

Line Item ID: 505-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 supplies

**Account Number**

92-1014-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

95% Group Multisyllable Phonics Lesson Library

Rich with standards-based writing focused on students, three passages are included per skill. It helps students solve the mystery of reading multisyllabic words by recognizing patterns, identifying correct vowel sounds, and applying syllable division rules.

Which subgroups most impacted by COVID-19 will this impact? This program is being used by students that are economically disadvantaged, a few that are English learners and students with disabilities.

If this is being used with all students it will need to be removed from the 20% set aside.

This program is not being used by all students.

How will it address learning loss? With the use of 95% Group Multisyllable Phonic Lesson Library, we can identify gaps, set goals, and plan steps to raise reading achievement. We work with 95% to design a plan that is tailored to our school or district. This will help with the concern over some of our K-3 students that seem to be affected by remote learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,052
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,052</u>

**Status**

Approved

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 textbooks

**Account Number**

92-1014-644

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Into Literature 7-12 is based on the latest evidence-based research on how students learn. The Program is organized into six thematic units of instruction with systemic and explicit instruction.

Which subgroups most impacted by COVID-19 will this impact? How will it address learning loss? If this is being used with all students it will need to be removed from the 20% set aside.

This is used by all 7-12 students, so I am not sure if this needs to be removed from the 20% set aside.

Which subgroups most impacted by COVID-19 will this impact? The subgroups that will be impacted by this program will be students that are economically disadvantaged and students with disabilities.

How will it address learning loss? HMH Into Literature 7-12 is an evidence-based program reading program that strengthens learning, accelerates achievement, and creates an equitable learning environment. It engages every learning with content that supports all instruction and maximizes growth through data-driven differentiation and target scaffolds to help student growth outcomes. The program is driven by data that allows teachers to close grapes and build equity in their classrooms. The writable program demonstrates a rationale and a proven approach to help students with writing proficiency.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$56,623
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$56,623</u>

**Status**

Approved

Line Item ID: 505-3-0033

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 textbooks

**Account Number**

92-1014-644

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Kansas Journey, 3rd edition fully aligns with the Kansas Standards for History, Government, and Social Studies for Grade 7. These books will help to teach those history standards that the students missed during COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,007
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,007</u>
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**Status**

Approved

Line Item ID: 505-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 supplies

**Account Number**

92-1014-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Really Great Reading-Intensive and effective scientifically aligned foundational reading skill instruction for older students with gaps in their basic decoding skills that is strategic and systematic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$9,917
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$9,917</u>
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**Status**

Approved

Line Item ID: 505-3-0035



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 supplies

**Account Number**

92-1014-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Reading Horizons 6-12 Intervention-The Elevate program teaches students systematically and sequentially, starting from the basic skills and moving toward more complex skills.

Please let us know how this will address a COVID-19 need.

Reading Horizons 6-12 Intervention helps students' learning loss in reading, especially through the targeted interventions of RH Elevate. It quickly provides older students with many small successes that encourage them to keep trying and reach new heights. We use it for foundational decoding skill gaps with assessment-driven explicit phonics instruction based on the principles of the science of reading. During COVID-19 we felt that our older struggling readers seemed to not be as engaged with lessons and with Elevate they find that if they have quick success and enjoy the lessons and we have seen student growth through their assessments.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,738
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,738</u>

**Status**

Approved

Line Item ID: 505-3-0036

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 Afterschool salary

**Account Number**

92-1013-113

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

2022-23 and 2023-2024 The afterschool program is held from 3:50-5:05 Monday-Thursday. This item includes the staff need to teach the afterschool enrichment program. The goal of the afterschool program is to give more specialized instructions to help all students who are performing below benchmark, part of which was caused from the COVID shutdown. Approximately 25-30 students attend.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

Line Item ID: 505-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 Afterschool social security

**Account Number**

92-1013-220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is the social security for the afterschool program staff salaries.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Approved

Line Item ID: 505-3-0038

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 bus salary

**Account Number**

92-2723-120

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is bus salary for a driver to transport the afterschool students home after the afterschool program.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,150**Budgeted Expenditures in SFY 2024** \$2,150**Total Expenditures** \$4,300**Status**

Approved

Line Item ID: 505-3-0039

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-2723-220

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This the social security for the afterschool program bus salaries.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$175**Budgeted Expenditures in SFY 2024** \$175**Total Expenditures** \$350**Status**

Approved

Line Item ID: 505-3-0040

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 bus use

**Account Number**

92-2720-800

**Function Code**

2720 - Monitoring Services

**Object Code**800 - DEBT SERVICE AND  
MISCELLANEOUS**Allowable Use**11B - Planning and implementing  
supplemental after-school programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is the bus use fee for the afterschool program. The bus was used to transport approximately 20-25 students per day home from school for 100 days.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$4,360
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<b>Budgeted Expenditures in SFY 2024</b>	\$4,360
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<b>Total Expenditures</b>	<u>\$8,720</u>
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**Status**

Approved

Line Item ID: 505-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 summer pay

**Account Number**

92-4003-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

2023 and 2024 Chetopa and St. Paul plan to have 4 weeks of half days of instruction. This item includes the directors and staff need to teach the summer school enrichment program. The goal of the summer school is to give more specialist instructions to help all students who are performing below benchmark, part of which was caused from the COVID shutdown. About 115 students benefit from summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$23,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$23,000
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<b>Total Expenditures</b>	<u>\$46,000</u>
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**Status**

Approved

Line Item ID: 505-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 summer school bus driver

**Account Number**

92-4003-120

**Function Code**

2720 - Monitoring Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This item includes the cost of the bus drivers that were hired to transport the students to summer school and the included activities from May 23-June 16.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,600
<b>Budgeted Expenditures in SFY 2024</b>	\$2,600
<b>Total Expenditures</b>	<u>\$5,200</u>

**Status**

Approved

Line Item ID: 505-3-0043

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 summer school cook

**Account Number**

92-4003-130

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Meals were served to the students for breakfast and lunch during the summer school program. Our cooks and additional staff made sure all meals were prepared and everything was sanitized before and after meals to reduce the spread of covid and other illnesses.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Approved

Line Item ID: 505-3-0044

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-4003-220

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is social security on all salaries paid related to summer school.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,850**Budgeted Expenditures in SFY 2024** \$1,850**Total Expenditures** \$3,700**Status**

Approved

Line Item ID: 505-3-0045

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-4003-220

**Function Code**

2720 - Monitoring Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is social security on all salaries paid related to summer school.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$200**Budgeted Expenditures in SFY 2024** \$200**Total Expenditures** \$400**Status**

Approved

Line Item ID: 505-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 social security

**Account Number**

92-4003-220

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is social security on all salaries paid related to summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$150
<b>Budgeted Expenditures in SFY 2024</b>	\$150
<b>Total Expenditures</b>	\$300

**Status**

Approved

Line Item ID: 505-3-0047

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 bus use

**Account Number**

92-2720-800

**Function Code**

2720 - Monitoring Services

**Object Code**

800 - DEBT SERVICE AND MISCELLANEOUS

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

2023 and 2024 This is the bus use fee for the summer school program. The buses were used to transport approximately 100 kids to and from school and on field trips.

This fee is not paid to another company. It will reimburse the general fund for the fuel and supplies to transport the students home from the summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,240
<b>Budgeted Expenditures in SFY 2024</b>	\$4,240
<b>Total Expenditures</b>	\$8,480

**Status**

Approved

Line Item ID: 505-3-0048

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 summer activities

**Account Number**

92-4003-500

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

2023 & 2024 Field trip entry fees and other expenses and educational camp at Greenbush. These trips/camps will help to provide student enrichment during our summer school session and promote attendance.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Approved

Line Item ID: 505-3-0049

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 summer school supplies

**Account Number**

92-4003-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

2023 and 2024 Supplies and staff meals to supervise lunches in our summer school program that was half a day for 4 weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved



