



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

## November 4th Task Force Meeting Pre-Read Materials

Dear Task Force members,

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

- 7 districts are requesting a change to their previously allocated ESSER II funds.
- 16 districts are allocating ESSER III funds. This includes their plans as well as their line items.
- 6 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 Thursday, November 3<sup>rd</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 – October 7, 2022

### Call to Order

Chairman Porter called the meeting of the Commissioner's Task Force to order at 3:00 p.m. on Friday, October 7, 2022.

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

### Approval of Agenda

Bert Lewis made a motion to approve the agenda as presented for the October 7 meeting and Adam Proffitt seconded it. Motion carried (13-0).

MOTION  
(00:00:25)

### Attendance

The following Task Force members attended by video conference:

Jim Porter	Janet Waugh	Brenda Dietrich
Simeon Russell	Lisa Peters	Jamie Rumford
Frank Harwood	Roberta Lewis	Tracy Callard
Brad Bergsma	Nick Compagnone	Adam Proffitt
Melissa Rooker		

### Approval of September 9 Minutes

Tracy Callard made a motion to approve the September 9 minutes and Melissa Rooker seconded it. Motion carried (13-0).

MOTION  
(00:01:00)

### ESSER II: Change Application Status Update – Doug Boline

Doug Boline started the meeting off by stating that there are 3 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, October 11, 2022.

(00:01:47)

The ESSER II change requests consist of 38 individual budgeted expenditures totaling a value of \$1.3 million.

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

The eligible expenditures for the 3 ESSER II change requests totaled to \$1,296,795 (cumulative). The net change for the eligible requests total to \$0.

(00:02:07)

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).

**Vote to Recommend the ESSER II Change Requests Slate to Kansas State Board of Education – Doug Boline**

Adam Proffitt made a motion to approve the 3 ESSER II change requests as presented.  
Roberta Lewis seconded it. Motion carried (13-0).

(00:06:20)

**ESSER III: Summary & Discussion of Request Deemed Eligible by KSDE – Doug Boline**

Doug Boline mentioned that the 9 districts represented in today's ESSER III application batch have requested \$180 million total: 99% of their total allocations. The average eligible expenditures (requested) per district (for this specific batch) range from \$35,311 to \$169,688,760; average amount per district is \$19,968,007. The eligible planned expenditures (for this batch) per student range from \$148 to \$3,758; average amount is \$3,314. The averages for this batch of ESSER III applications is larger than usual as USD 259 Wichita's application is included.

**MOTION**  
(00:07:20)

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

The eligible expenditures for the 7 ESSER III change requests totaled to \$9,713,176 (cumulative). The net change for the eligible requests total to \$3,133,224. 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).

(00:12:29)

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

Melissa Rooker made a motion to approve the ESSER III change requests and applications as presented. Tracy Callard seconded it. Motion carried (12-1).

**MOTION**  
(00:14:18)

Doug Boline proposed a deadline for ESSER III applications to be submitted to the task force; the proposed deadline would be Friday, December 16, 2022. Roberta Lewis made a motion to approve the recommended deadline for ESSER III applications to be submitted to KSDE. Janet Waugh seconded. Motion carried (13-0).

**MOTION**  
(00:15:50)

**Adjournment**

Chairman Porter adjourned the meeting at 3:28 p.m. The next meeting will occur on Friday, November 4, 2022 at 3:00 p.m.



# Commissioner's K-12 Relief Funds Task Force



**Task Force Meeting**  
**November 4th, 2022**

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## ESSER II: Change Application Status Update

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# ESSER II status update

**7 ESSER II change plans are projected to be reviewed in the current slate.**

- 7 ESSER II change applications from districts representing 12,717 students<sup>1</sup>
- 296 individual budgeted expenditures totaling a value of \$10.7M

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 Update | Overview

Slates of plans previously approved by State Board	286 plans	\$339.5M
Batch of change request plans being reviewed today	7 plans	\$10.7M
Batch of plans being reviewed today	0	\$0
Plans that have not yet been submitted	0 plans	
Plans that are in progress	0 plans	

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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
206	Remington-Whitewater	\$236,899	\$141,346	\$236,899	\$95,553	Outdoor Classroom
268	Cheney	\$229,700	\$208,280	\$227,700	\$21,420	Salaries
382	Pratt	\$785,949	\$785,949	\$785,949	\$0	Salaries

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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
399	Paradise	\$144,332	\$111,591	\$144,332	\$32,741	Curriculum
403	Otis-Bison	\$226,663	\$212,663	\$226,663	\$14,000	After-School Tutoring
443	Dodge City	\$4,566,781	\$4,566,781	\$4,566,781	\$0	Retention Pay

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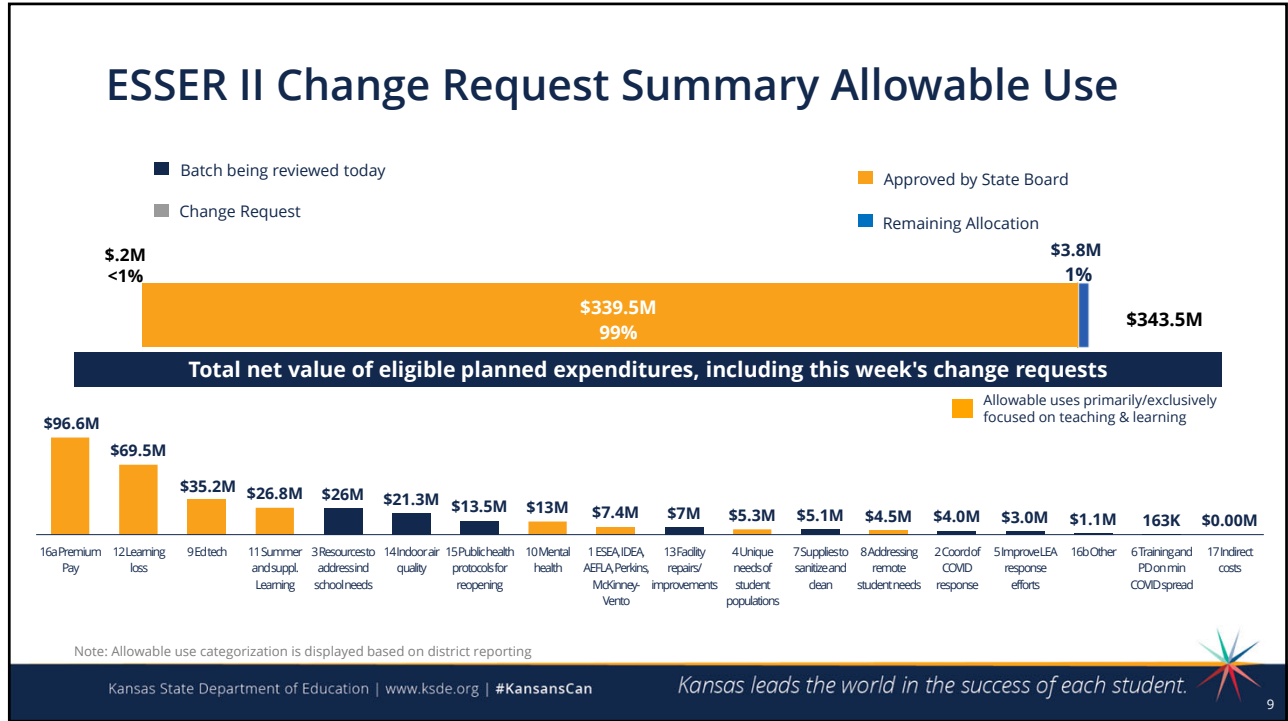
7

## 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
453	Leavenworth	\$4,544,307	\$4,544,307	\$4,544,307	\$0	Salaries
<b>Total</b>		<b>\$10,734,631</b>	<b>\$10,570,918</b>	<b>\$10,734,631</b>	<b>\$163,713</b>	

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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:**  
- 7 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

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

- 16 districts submitted ESSER III plans representing 21,992 students.
- 395 individual budgeted expenditures totaling a value of \$20M.
- 6 districts submitted ESSER III change plans representing 30,618 students.
- 121 individual budgeted expenditures totaling a value of \$98.2M.

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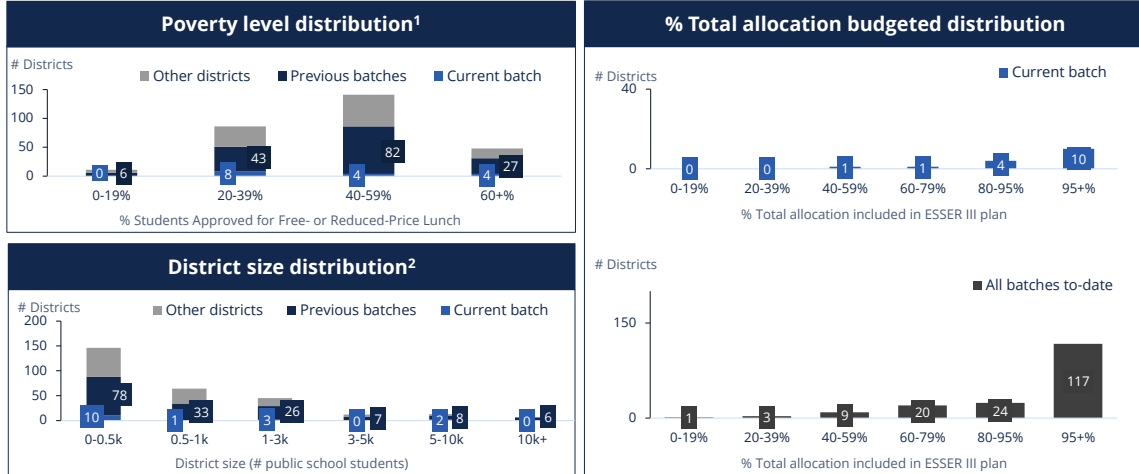
## ESSER III Update | Overview

<b>Slates of plans fully approved by State Board</b>	158 plans	\$540M
<b>Plans conditionally approved at previous State Board</b>	2 plans	\$1.4M
<b>Batch of plans being reviewed today</b>	16 plans	\$20.1M
<b>Plans that have not yet been submitted</b>	86 plans	
<b>Plans that are under KSDE review</b>	26 plans	

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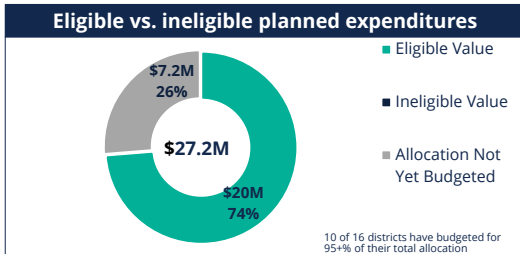
# Program Summary | Profile of monthly batch of ESSER III districts



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.

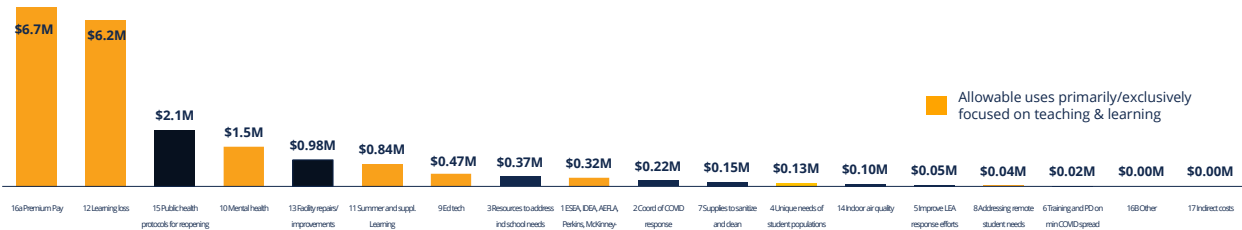
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## Summary of Today's Batch



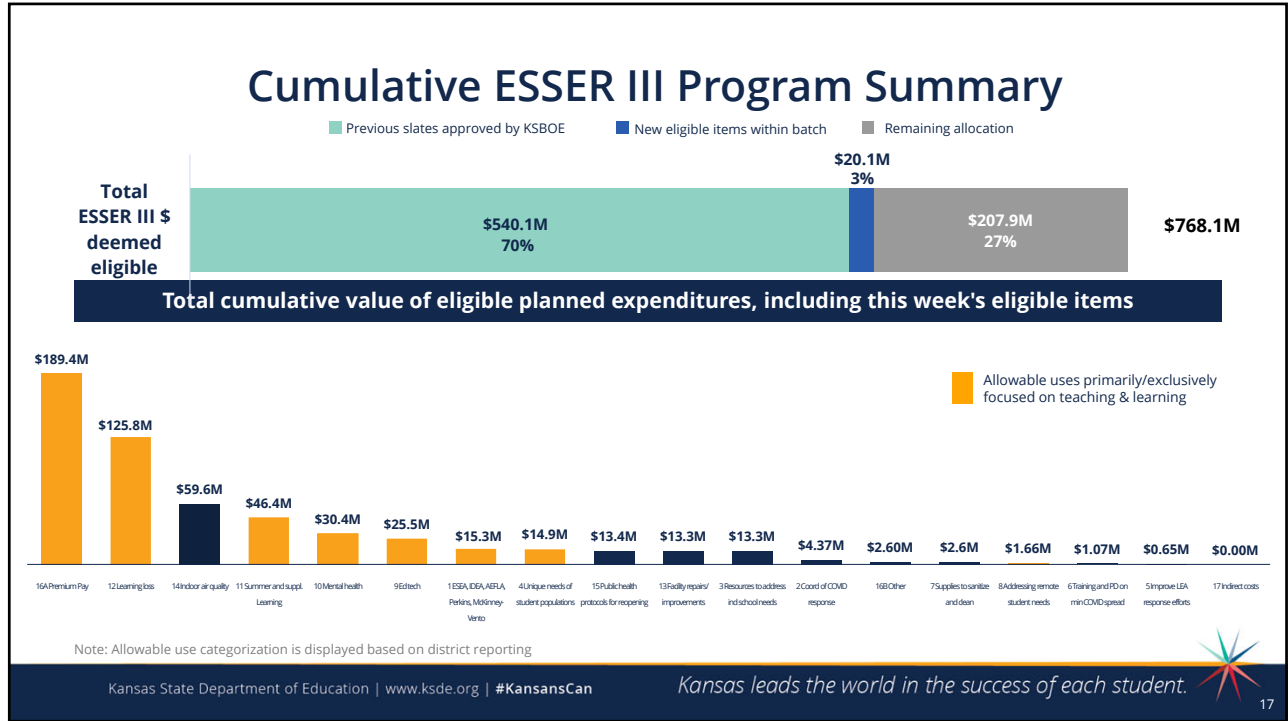
Average eligible expenditures per district	Eligible planned expenditures per student <sup>1</sup> <i>Over total length of plan</i>
<b>\$1,253,981</b>	<b>\$912</b>
Range: \$123,791 - \$5,630,894	Range: \$625 - \$2,694

### Eligible planned expenditures by most frequently selected allowable use



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

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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
256	Marmaton Valley	\$494,624	\$430,942	\$434,942	\$4,000	After-School Program
314	Brewster	\$131,579	\$105,119	\$131,579	\$26,400	HVAC
315	Colby Public School	\$940,433	\$933,078	\$940,433	\$7,355	Single Audit Funds



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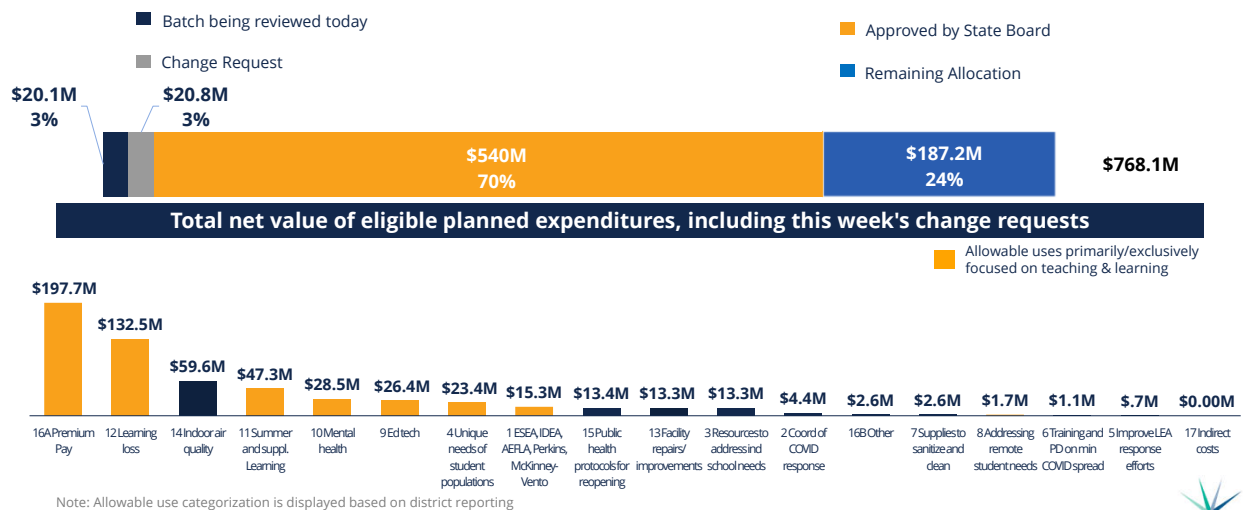
## ESSER III Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
382	Pratt	\$1,766,374	\$1,721,374	\$1,736,773	\$15,399	Software
475	Geary County Schools	\$13,748,921	\$9,207,808	\$12,471,198	\$3,263,390	Retention Pay and After-School Tutoring
500	Kansas City	\$82,500,802	\$64,998,342	\$82,500,802	\$17,502,460	Retention Pay and Technology
<b>Total</b>		<b>\$99,582,733</b>	<b>\$77,396,663</b>	<b>\$98,215,727</b>	<b>\$20,819,064</b>	

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## 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 final slate of ESSER III requests

**Scope:**

- 16 ESSER III applications
- 6 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	206	Remington-Whitewater	456	39%	\$ 236,899	\$ 141,346	60%	\$ 236,899	\$ 236,899	\$ 95,553	100%	\$ 520
2	268	Cheney	765	26%	\$ 229,700	\$ 208,280	91%	\$ 229,700	\$ 229,700	\$ 21,420	100%	\$ 300
3	382	Pratt	1,103	47%	\$ 785,949	\$ 785,949	100%	\$ 785,949	\$ 785,949	\$ -	100%	\$ 713
4	399	Paradise	100	64%	\$ 144,332	\$ 111,591	77%	\$ 144,332	\$ 144,332	\$ 32,741	100%	\$ 1,443
5	403	Otis-Bison	214	37%	\$ 226,663	\$ 212,663	94%	\$ 226,663	\$ 226,663	\$ 14,000	100%	\$ 1,059
6	443	Dodge City	6,772	80%	\$ 4,566,781	\$ 4,566,781	100%	\$ 4,566,781	\$ 4,566,781	\$ -	100%	\$ 674
7	453	Leavenworth	3,307	51%	\$ 4,544,307	\$ 4,544,307	100%	\$ 4,544,307	\$ 4,544,307	\$ -	100%	\$ 1,374
<b>Total</b>			<b>12,717</b>	<b>63%</b>	<b>\$ 10,734,631</b>	<b>\$ 10,570,918</b>	<b>98%</b>	<b>10,734,631</b>	<b>\$ 10,734,631</b>	<b>\$ 163,713</b>	<b>100%</b>	<b>\$ 844</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)**

3398-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



pOmbDjvk

# 206\_Remington Whitewater\_Esser II Plan\_Change\_101022

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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>	Remington-Whitewater USD 206
<b>Applicant / Mailing Address</b>	
	110 S. Main PO Box 243 Whitewater, KS 67154
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Joe Gerber
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	jagerber@usd206.org
<b>Applicant / Phone Number</b>	316-799-2115

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

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

<b>Applicant / Federal EIN (if applicable)</b>	480690034
<b>Applicant / Website Address (if applicable)</b>	usd206.org

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

[Download Form W-9](#)

PDF	<a href="#">W9 form USD 206.pdf (60 KiB download)</a>
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## Application details

Full District Name	Remington-Whitewater USD 206
District Number	206
Mailing Address   Street Address	110 S. Main PO Box 243
Mailing   City	Whitewater
Mailing Address   Zip Code	67154
Authorized Representative of the District   Name	Martina Bumm
Authorized Representative of the District   Position or Title	Business Manager/Board Clerk
Authorized Representative of the District   Email Address	mjbumm@usd206.org
Authorized Representative of the District   Phone Number	+13167992115
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	jagerber@usd206.org

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

COVID 19 created additional learning loss for our low achieving students, primarily in the elementary school. These students have been identified by utilizing the AIMS assessment tool. Beginning on November 11, 2020 our district hired an additional custodian to assist with disinfecting and cleaning of our facilities due to COVID 19. Beginning on September 20, 2021 we hired another custodian to aid with cleaning buildings in our district due to COVID 19. All staff members had and will continue to have increased responsibilities and duties for the 2021-22 school year due to the COVID 19 pandemic. The district purchased land next to the Elementary school in the summer of 2021. This new lot will be used as an outdoor classroom space. The lot will need to be graded, have trees removed, and be landscaped. The district plans on adding a fence, seating, and a stage among other items. Outdoor learning will help stop the spread of COVID 19.

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

We are proposing a 3 week summer school program for 22 students who were identified using the AIMS assessment. Beginning November 11, 2020 our district hired an additional custodian to assist with disinfecting and cleaning of our facilities to stop the spread of COVID-19. Another custodian was hired on September 20, 2021 to assist with this effort as well. USD 206 would like to give certified and classified staff members a premium payment for retention (for full time staff) and \$1200 prorated premium payment for retention ( for part-time staff). This will help retain staff during the COVID-19 pandemic to ensure that all the needs of our students are met (academic, social-emotional, etc.) With declining enrollment we will not be able to retain staff to meet COVID related challenges without premium pay for retention. The district purchased a lot next to the elementary school that will be used as an outdoor classroom space to help stop the spread of COVID 19. The district plans on preparing the lot by grading, removing trees, and landscaping. Other plans include adding a fence, seating, and a stage. The "Construction and Capital Expenditure Prior-Approval Request Form" has been emailed to ESSER@KSDE.org. The letter from the KS Historical Society regarding the use of the land has been emailed to ESSER@KSDE.org.

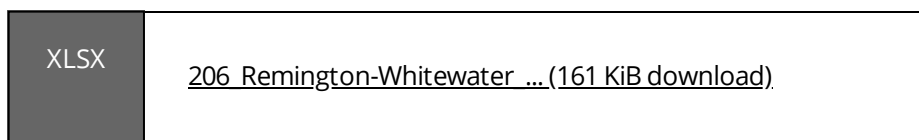
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The impact of the summer school program on student learning will be measured via AIMS testing during the 2021-22 school year. Our desire is to remedy learning loss during the summer giving these 22 children an opportunity to remediate and return for the upcoming school year with no evidence of learning loss. The impact of hiring two new custodians to disinfect and clean facilities should reduce the number of student absences due to less students becoming ill or having to quarantine due to COVID-19. The impact of a premium payment for retention of staff will be measured by staff satisfaction (staff school climate survey) and staff turnover rate. The impact of the outdoor classroom will be measured by less students being infected with COVID 19, leading to less absences.

### Notes on ESSER II application Excel template:

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

Martina J. Bumm

Date

10/10/2022



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

USD	District Name	Data as of
206	Remington-Whitew	10/25/2022

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
206-1-001-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teaching salaries for summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. 5 teachers (working 4 hours a day, 3 days a week for 3 weeks) summer school program for 22 students who were identified using the AIMS assessment.	\$ 5,770	\$ 3,847	\$ 1,923	\$ -	\$ -	07-1000-110-02	Approved at 7/13/2021 State Board Meeting
206-1-002-20221109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Employer Portion of FICA on Teaching salaries for summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. 5 teachers (working 4 hours a day, 3 days a week for 3 weeks) summer school program for 22 students who were identified using the AIMS assessment.	\$ 441	\$ 147	\$ 294	\$ -	\$ -	07-1000-220-02	Approved at 7/13/2021 State Board Meeting
206-1-003-20221109	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Bus Driver Salaries for transporting students participating in summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. Salaries for 2 bus drivers that will alternate days (3 days a week for 3 weeks) using 1 bus - 2 routes a day.	\$ 664	\$ 221	\$ 443	\$ -	\$ -	07-2710-120-02	Approved at 7/13/2021 State Board Meeting
206-1-004-20221109	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Employer portion of FICA on Bus Driver Salaries for transporting students participating in summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. Salaries for 2 bus drivers that will alternate days (3 days a week for 3 weeks) using 1 bus - 2 routes a day.	\$ 51	\$ 17	\$ 34	\$ -	\$ -	07-2710-220-02	Approved at 7/13/2021 State Board Meeting
206-1-005-20221109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Materials and supplies for summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. Summer school will be held 3 days a week for 3 weeks and serve 22 students who were identified using the AIMS assessment.	\$ 297	\$ 297	\$ -	\$ -	\$ -	07-1000-610-02	Approved at 7/13/2021 State Board Meeting
206-1-006-20221109	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	Salary of 1 new full time custodian hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19	\$ 12,471	\$ 11,191	\$ 1,280	\$ -	\$ -	07-2600-120-02	Approved at 7/13/2021 State Board Meeting

206-1-007-20221109	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	Employer portion of Fica for new full time custodian's salary hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19	\$ 954	\$ 856	\$ 98	\$ -	\$ -	07-2600-220-02	Approved at 7/13/2021 State Board Meeting
206-1-008-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Health and Accident Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Insurance for new full time custodian hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19. Health insurance premium is \$559/month	\$ 4,472	\$ 3,913	\$ 559	\$ -	\$ -	07-2600-213-02	Approved at 7/13/2021 State Board Meeting
206-1-009-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$1200 Premium payment for retention (for 46 full time certified staff members) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 55,200	\$ -	\$ 55,200	\$ -	\$ -	07-1000-110-02	Approved at 7/13/2021 State Board Meeting Per narrative, USD 206 would like to give certified and classified staff members a premium payment for retention (for full time staff) and \$1200 pro-rated premium payment for retention ( for part-time staff). This will help retain staff during the COVID-19 pandemic to ensure that all the needs of our students are met (academic, social-emotional, etc.) With declining enrollment we will not be able to retain staff to meet COVID related challenges without premium pay for retention. Per applicant, payout will be December.
206-1-010-20221109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$1013 premium payments for retention (for 6 regular ed part-time paras) and \$1088 Premium payments for retention (for 2 part-time library paras) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 8,254	\$ -	\$ 8,254	\$ -	\$ -	07-1000-120-02	Approved at 7/13/2021 State Board Meeting See Row 23.
206-1-011-20221109	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay for retention- 46 certified staff and 8 paras	\$ 4,854	\$ -	\$ 4,854	\$ -	\$ -	07-1000-220-02	Approved at 7/13/2021 State Board Meeting
206-1-012-20221109	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	\$1200 Premium payments for retention (for 2 principals) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 2,400	\$ -	\$ 2,400	\$ -	\$ -	07-2400-110-02	Approved at 7/13/2021 State Board Meeting See Row 23.
206-1-013-20221109	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	\$1200 Premium payments for retention (for 3 building admin assistants) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 3,600	\$ -	\$ 3,600	\$ -	\$ -	07-2400-120-02	Approved at 7/13/2021 State Board Meeting See Row 23.
206-1-014-20221109	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	Employer Share FICA for premium pay for retention- 2 principals and 3 admin assts	\$ 459	\$ -	\$ 459	\$ -	\$ -	07-2400-220-02	Approved at 7/13/2021 State Board Meeting
206-1-015-20221109	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	\$1200 Premium payments for retention (for 7 full time maintenance employees) and \$825 premium payment for retention for 1 part time maintenance employee) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 9,225	\$ -	\$ 9,225	\$ -	\$ -	07-2600-120-02	Approved at 7/13/2021 State Board Meeting See Row 23.

206-1-016-20221109	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	Employer Share FICA for premium pay for retention- 7 full time and 1 part time maintenance employee	\$ 706	\$ -	\$ 706	\$ -	\$ -	07-2600-220-02	Approved at 7/13/2021 State Board Meeting
206-1-017-20221109	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	\$1200 Premium payments for retention (for 2 full time District office staff members) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 2,400	\$ -	\$ 2,400	\$ -	\$ -	07-2300-120-02	Approved at 7/13/2021 State Board Meeting See Row 23.
206-1-018-20221109	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	Employer Share FICA for premium pay for retention- 2 full time District office staff members	\$ 184	\$ -	\$ 184	\$ -	\$ -	07-2300-220-02	Approved at 7/13/2021 State Board Meeting
206-1-019-20221109	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$1200 Premium payment for retention (for 1 full time Bus Mechanic) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 1,200	\$ -	\$ 1,200	\$ -	\$ -	07-2730-120-02	Approved at 7/13/2021 State Board Meeting See Row 23.
206-1-020-20221109	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay for retention- 1 full time bus mechanic	\$ 92	\$ -	\$ 92	\$ -	\$ -	07-2730-220-02	Approved at 7/13/2021 State Board Meeting
206-1-021-20221109	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$675 Premium payments for retention (for 6 part-time route drivers) and \$616 total premium payments for retention (for 4 activity drivers)to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 4,666	\$ -	\$ 4,666	\$ -	\$ -	07-2710-120-02	Approved at 7/13/2021 State Board Meeting See Row 23.
206-1-022-20221109	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay for retention- 6 part time route bus drivers and 4 part time activity bus drivers	\$ 357	\$ -	\$ 357	\$ -	\$ -	07-2710-220-02	Approved at 7/13/2021 State Board Meeting
206-1-023-20221109	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	\$840 Premium payment for retention (for 1 part time district nurse) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 840	\$ -	\$ 840	\$ -	\$ -	07-2100-120-02	Approved at 7/13/2021 State Board Meeting See Row 23.
206-1-024-20221109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay for retention- 1 part time District nurse	\$ 64	\$ -	\$ 64	\$ -	\$ -	07-2100-220-02	Approved at 7/13/2021 State Board Meeting

206-1-025-20221109	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	\$1200 premium payments for retention (for 3 full time head cooks) and \$1050 Premium payments for retention (for 3 part time 2nd cooks) and \$750 premium payment for retention (for 1 part time 3rd cook) and \$525 premium payments for retention (for 2 part time 3rd cooks) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 8,550	\$ -	\$ 8,550	\$ -	\$ -	07-3100-120-02	Approved at 7/13/2021 State Board Meeting See Row 23.
206-1-026-20221109	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay for retention-3 full time head cooks, 3 part time 2nd cooks, and 3 part time 3rd cooks	\$ 654	\$ -	\$ 654	\$ -	\$ -	07-3100-220-02	Approved at 7/13/2021 State Board Meeting
206-1-027-20221109	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	Salary of 1 new full time custodian hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19. Aug 21-Dec 21 projected salary	\$ 8,941	\$ -	\$ 8,941	\$ -	\$ -	07-2600-120-02	Approved at 7/13/2021 State Board Meeting
206-1-028-20221109	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	Employer portion of Fica for new full time custodian's salary hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19	\$ 684	\$ -	\$ 684	\$ -	\$ -	07-2600-220-02	Approved at 7/13/2021 State Board Meeting
206-1-029-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Health and Accident Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Insurance for new full time custodian hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19. Health insurance premium is \$559/month for two months and \$593/month for 3 months (Aug 21-Dec21)	\$ 2,897	\$ -	\$ 2,897	\$ -	\$ -	07-2600-213-02	Approved at 7/13/2021 State Board Meeting
206-1-030-20221109	Eligible	Direct Allocation	Land Improvement	Land and Improvement	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	Demo house and 2 sheds, haul to landfill, remove trees and tires and fence on new property that will be used to set up an outdoor classroom for PreK-4th graders. The outdoor classroom setting will reduce the risk of virus transmission.	\$ 5,500	\$ -	\$ 5,500	\$ -	\$ -	07-4200-710-02	Change request: previously ineligible for \$5,500 SFY 22 at 7/14/22 State Board
206-1-031-20221109	Eligible	Direct Allocation	Land Improvement	Land and Improvement	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	Tree Trimming on new property that will be used to set up an outdoor classroom for PreK-4th graders. The outdoor classroom setting will reduce the risk of virus transmission.	\$ 4,300	\$ -	\$ 4,300	\$ -	\$ -	07-4200-710-02	Change request: previously ineligible for \$4,300 SFY 22 at 7/14/22 State Board

206-1-032-20221109	Eligible	Direct Allocation	Land Improvement	Land and Improvement	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	Excavating on new property that will be used to set up an outdoor classroom for PreK-4th graders. The outdoor classroom setting will reduce the risk of the virus transmission.	\$ 1,879	\$ -	\$ 1,879	\$ -	\$ -	07-4200-710-02	Change request: previously approved for \$2,000 SFY 22.
206-1-033-20221109	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	Salary of 2 full time custodians hired after pandemic began to help sanitize and clean district buildings to help stop the spread of COVID 19.	\$ 33,889	\$ -	\$ 20,308	\$ 13,581	\$ -	07-2600-120-02	Change request: previously approved for \$20,966.40 SFY 22 & \$3,225.60 SFY 23.
206-1-034-20221109	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	Employer portion of Fica (7.65%) for 2 full time custodian's salary hired after pandemic began to help sanitize and clean district buildings to help stop the spread of COVID 19	\$ 2,545	\$ -	\$ 1,545	\$ 1,000	\$ -	07-2600-20-02	Change request: previously approved for \$1,604 SFY 22 & \$247 SFY 23.
206-1-035-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Health and Accident Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Insurance for 2 full time custodians hired after pandemic began to help sanitize and clean district buildings to help stop the spread of COVID 19.	\$ 8,627	\$ -	\$ 5,930	\$ 2,697	\$ -	07-2600-213-02	Change request: previously approved for \$7,114 SFY 22 & \$1,188 SFY 23.
206-1-036-20221109	Eligible	Direct Allocation	Land Improvement	Land and Improvement	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	Fencing materials on new property that will be used to set up an outdoor classroom for PreK-4th graders. The outdoor classroom setting will reduce the risk of the virus transmission.	\$ 6,683	\$ -	\$ 6,683	\$ -	\$ -	07-4200-710-02	Change request: previously ineligible for \$5,659.42 SFY 22 at 7/14/22 State Board
206-1-037-20221109	Eligible	Direct Allocation	Land Improvement	All Other Improvements	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	Landscaping materials, juniper trees, and parts for water meter/spigot that will be used to set up an outdoor classroom for PreK-4th graders. The outdoor classroom setting will reduce the risk of the viurs tranmission.	\$ 3,745	\$ -	\$ 1,634	\$ 2,111	\$ -	07-4200-719-02	New Line Item

206-1-038-20221109	Eligible	Direct Allocation	Instruction	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Supplies for stage/pergola that will be used to set up an outdoor classroom for PreK-4th graders. The outdoor setting will reduce the risk of virus transmission.	\$ 4,685	\$ -	\$ 4,685	\$ -	\$ -	07-1000-700-02	New Line Item
206-1-039-20221109	Eligible	Direct Allocation	Instruction	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	46 inch red steel square picnic tables that will be used for seating in the outdoor classroom for PreK-4th graders. The outdoor setting will reduce the risk of virus transmission.	\$ 5,070	\$ -	\$ 5,070	\$ -	\$ -	07-1000-700-02	New Line Item
206-1-040-20221109	Eligible	Direct Allocation	Instruction	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Benches for in front of stage to be used in the outdoor classroom for PreK-4th graders. The outdoor setting will reduce the risk of virus transmission.	\$ 8,629	\$ -	\$ 8,629	\$ -	\$ -	07-1000-700-02	New Line Item
206-1-041-20221109	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Teaching supplies and miscellaneous expenses purchased for outdoor classroom lessons and activities for PreK-4th graders. The outdoor setting will reduce the risk of virus transmission.	\$ 10,000	\$ -	\$ -	\$ 10,000	\$ -	07-1000-619-02	New Line Item

## Kansas CommonApp (2020)

3380-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 268\_CHENEY\_ ESSER II \_ CHANGE



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## Applicant details

**##Thank you for creating a User Profile for the Kansas CommonApp!##** ###Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.###

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Cheney USD 268

**Applicant / Mailing Address**

100 W 6th St  
Cheney KS 67025

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

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

**Applicant / Phone Number** 3165423512

###All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.### (for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

**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.

**### 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.

**# 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.

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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
268	Cheney	10/10/2022

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
268-1-001-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Change Request - Was approved for \$33,667. Cheney hired an additional 2nd grade teacher to get class sizes under 20 due to social distancing and due to having small physical class rooms. Pays salary from 1/01/2021-08/30/2021.	\$ 27,148	\$ 27,148	\$ -	\$ -	\$ -	06-1000-110-010	Change Request: previous approved at 6/21 State board FY21 for \$33,667.
268-1-002-20221109	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Change Request - approved for \$5,610.0 Cheney hired an additional 2nd grade teacher to get class sizes under 20 due to social distancing. Pays fringe benefits from 1/01/2021-08/30/2021.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	06-1000-110-020	Change Request: previous approved at 6/21 State board FY21 for \$5,610.
268-1-003-20221109	Eligible	Direct Allocation	Medical Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Change Request - approved for \$19,000.00 Cheney hired an additional full time nurse to have a nurse in each school and help with social distancing/quarantining if sick.	\$ 17,000	\$ 17,000	\$ -	\$ -	\$ -	06-2132-120-010	Change Request: previous approved at 6/21 State board FY21 for \$19,000.
268-1-004-20221109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Change Request - approved for \$7,000.0 Cheney hired an additional Instructional Aids to help with additional classrooms due to keeping classes small. Para support was needed to do this.	\$ 62,000	\$ 62,000	\$ -	\$ -	\$ -	11-1000-120-010	Change Request: previous approved at 6/21 State board FY21 for \$33,667.
268-1-005-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney paid all substitutes when teachers were out sick with Covid-19 or were out due to quarantine regulations.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	06-1000-110-018	Approved at 6/21 State Board
268-1-006-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney is hiring a Curriculum Director. Data shows that since Covid, 6th grade has had 0 gains in reading, 7th grade tier 1 had a 1% gain, and 8th grade gained 5% in their tier 3 learners. Data shows that half of all Cheney's highschool students fell below the reading benchmark. The Curriculum Director will align and analyze the data and establish a benchmark system in both reading and math for all highschool students falling in tier 2 and tier 3. The director will also create a process for all grades to track progress and keep them on track.	\$ 70,000	\$ -	\$ 70,000	\$ -	\$ -	06-1000-110-010	Approved at 6/21 State Board
268-1-007-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney is bringing in 40 elementary students 3 weeks early to jump start them and get them prepared and caught up before school starts so they do not have to get held back a year.	\$ 5,946	\$ -	\$ 5,946	\$ -	\$ -	06-1000-110-010	Approved at 6/21 State Board

268-1-008-20221109	Eligible	Direct Allocation	Instruction	Equipment	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	Cheney purchased 7 laptops for students who had to remote learn due to quarantining.	\$ 11,186	\$ -	\$ 11,186	\$ -	\$ -	08-1000-730-130	Approved at 6/21 State Board
268-2-001-20221109	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	New Item - 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, and not being in school as consistently.	\$ 21,420	\$ 21,420	\$ -	\$ -	\$ -	06-1000-110-010	New Line Item

**Kansas CommonApp (2020)**

3458-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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# 382\_Pratt\_ESSER II Plan\_Change\_1022

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## Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Pratt Schools

**Applicant / Mailing Address**

401 S. Hamilton

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

**Applicant / Email Address of Owner, CEO, or Executive Director** tony.helfrich@usd382.com

**Applicant / Phone Number** 620-672-4500

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

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

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## Application details

**Full District Name** Pratt Schools

**District Number** 382

Mailing Address   Street Address	401 S. Hamilton
Mailing   City	Pratt
Mailing Address   Zip Code	67124
Authorized Representative of the District   Name	Tony Helfrich
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	tony.helfrich@usd382.com
Authorized Representative of the District   Phone Number	+16206724500
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	beth.shelden@usd382.com

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

We lost in-person instruction for all students for the entirety of the 4th quarter of the 2019-2020 school year and we saw steep academic performance declines on our AIMSWEB testing and other diagnostic tests for PreK - 12 students. Our more vulnerable, at-risk population overall showed a greater learning loss over what would've been normally expected. We have seen tremendous growth during the 2020-21 school year but still show more students in academic need on reading and path per our assessments than on a normal school year. We did stay in-person learning throughout the 2020-21 school year but experienced more student absenteeism with forced quarantines per health protocols. We did a virtual summer school in the summer of 2020 and it had some positive impact, but we had most students out of school from March 2019 until almost September 2019 and this longer-than-normal separation from the direct school building appeared to impact student study habits and motivation--we saw triple the numbers of students in academic warning for grades and requiring summer school for promotion. For this reason, we do feel we have increased needs in the area of social-emotional health.

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

Pratt Schools proposes that it will offer a substantial, in-person summer school (this will be a new program) for all students showing academic need in reading and writing on AIMSWEB assessments. This will be offered for the 2021, 2022, and 2023 summers. At the elementary level, it will include 2 certified teachers for each grade level, an administrator, and a secretarial

position to staff the learning efforts. At the middle school level, we will also offer a substantial summer school program based on academic need determined by diagnostic assessments, but it will be staffed with 4 certified teachers. At the high school level, the efforts will center on credit recovery and will also be staffed with 4 certified teachers.

Pratt will add an MTSS Coordinator position for the middle school to develop and implement a comprehensive remediation program for middle school students. This position will be funded for the 2021-22 and 2022-23 school years. This position will also provide social and emotional support as part of the objective of the position.



Pratt will increase Preschool learning opportunities to address the gaps from a loss in preschool education during the pandemic. We are increasing our offering from 4 days to 5 days/week and including a full-day option. We are hiring an additional position and offering the opportunity for a hot lunch for all preschool students. We will use ESSER II money to purchase equipment to achieve that objective. We are purchasing cleaning equipment, which will allow for frequent cleaning of common areas and prevent disease spread.

We are proposing to direct most of our additional dollars towards HVAC improvements for our preschool. This building currently utilizes window units and radiator heat, so it has little air turnover, which has been shown to provide significant mitigation for the spread of airborne diseases.

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

We will monitor our common assessments to assess growth for students participating in our learning programs. We use AIMSWEB for grades PreK - 4th. We utilize Istation and Mathia (Carnegie Math) for grades 5- 8. We use NoRedInk for assessing HS students.

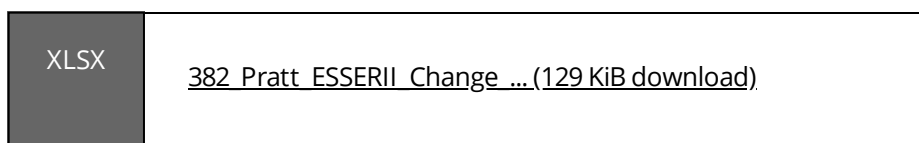
We are monitoring absenteeism data to determine if we achieve increased student attendance.

We use the ASQ for tracking kindergarten readiness.

## Notes on ESSER II application Excel template:

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

Date 10/21/2022

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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
382	Pratt	10/25/2022

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
382-1-001-20221109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher/Admin/ salaries for Summer School: 10 teachers (52 hours/teacher @ \$40/hr avg & 1 administrative stipend. Future years include 3% increase on base.	\$ 73,410	\$ 23,660	\$ 24,500	\$ 25,250	\$ -	75 E 1000 111 0100 000	Approved at 6/9/2021 State Board. Per narrative, Pratt Schools proposes that it will offer a substantial, in-person summer school (this will be a new program) for all students showing academic need in reading and writing on AIMSWEB assessments. This will be offered for the 2021, 2022, and 2023 summers. At the elementary level, it will include 2 certified teachers for each grade level, an administrator, and a secretarial position to staff the learning efforts. At the middle school level, we will also offer a substantial summer school program based on academic need determined by diagnostic assessments, but it will be staffed with 4 certified teachers. At the high school level, the efforts will center on credit recovery and will also be staffed with 4 certified teachers.
382-1-002-20221109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Salaries for Summer School: 3 teachers (52 hrs/teacher @ \$40/hr avg cost. Future years include 3% increase on base.	\$ 19,333	\$ 6,240	\$ 6,450	\$ 6,643	\$ -	75 E 1000 111 0400 000	Approved at 6/9/2021 State Board. See Row 15.
382-1-003-20221109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Salaries for Summer School: 3 teachers (52 hrs/teacher @ \$40/hr avg cost. Future years include 3% increase on base.	\$ 19,333	\$ 6,240	\$ 6,450	\$ 6,643	\$ -	75 E 1000 111 0600 000	Approved at 6/9/2021 State Board. See Row 15.
382-1-004-20221109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Secretary Salary for Summer School	\$ 2,100	\$ 650	\$ 700	\$ 750	\$ -	75 E 1000 120 0100 000	Approved at 6/9/2021 State Board
382-1-005-20221109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	10. Providing mental health services and supports	Social Worker para-professional, which will be a new position to help address the increased caseload.	\$ 37,000	\$ -	\$ 18,000	\$ 19,000	\$ -	76 E 1000 120 0100 000	Approved at 6/9/2021 State Board. Per narrative, We did a virtual summer school in the summer of 2020 and it had some positive impact, but we had most students out of school from March 2019 until almost September 2019 and this longer-than-normal separation from the direct school building appeared to impact student study habits and motivation--we saw triple the numbers of students in academic warning for grades and requiring summer school for promotion. For this reason, we do feel we have increased needs in the area of social-emotional health.
382-1-006-20221109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Payroll Taxes - FICA	\$ 9,370	\$ 2,281	\$ 3,478	\$ 3,611	\$ -	75 E 1000 221 0000 000	Approved at 6/9/2021 State Board
382-1-007-20221109	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Payroll Taxes - Medicare	\$ 2,191	\$ 533	\$ 813	\$ 845	\$ -	75 E 1000 222 0000 000	Approved at 6/9/2021 State Board
382-1-008-20221109	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries of bus drivers: 2 bus routes and 2 Suburban drivers (4 total)	\$ 7,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	75 E 2710 120 0000 000	Approved at 6/9/2021 State Board

382-1-009-20221109	Eligible	Direct Allocation	Vehicle Operation	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Payroll Taxes - FICA	\$ 465	\$ 155	\$ 155	\$ 155	\$ -	75 E 2710 221 0000 000	Approved at 6/9/2021 State Board
382-1-010-20221109	Eligible	Direct Allocation	Vehicle Operation	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Payroll Taxes - Medicare	\$ 108	\$ 36	\$ 36	\$ 36	\$ -	75 E 2710 222 0000 000	Approved at 6/9/2021 State Board
382-1-011-20221109	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment	\$ 75	\$ 25	\$ 25	\$ 25	\$ -	75 E 2710 260 0000 000	Approved at 6/9/2021 State Board
382-1-012-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	11A. Planning and implementing summer learning or enrichment programs	Utilities - Gas	\$ 450	\$ 150	\$ 150	\$ 150	\$ -	75 E 2600 621 0000 000	Approved at 6/9/2021 State Board.Per applicant, This is to cover increased gas costs for meal production--we are serving meals for summer school.
382-1-013-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	11A. Planning and implementing summer learning or enrichment programs	Utilities - Electricity; increased utility costs with increased building usage during hot summer month.	\$ 10,000	\$ 3,000	\$ 3,500	\$ 3,500	\$ -	75 E 2600 622 0000 000	Approved at 6/9/2021 State Board. Per applicant, We believe that the additional costs with electricity will be approximately \$10,000 over three years for the increase HVAC usage during the month of June for summer school.
382-1-014-20221109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Teacher Salaries - MTSS Coordinator for LMS. This is a new position and is created to develop remediation program and oversee delivery for middle school.	\$ 128,000	\$ -	\$ 63,000	\$ 65,000	\$ -	75 E 1000 111 0400 000	Approved at 6/9/2021 State Board
382-1-015-20221109	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Health Benefit - for MTSS Coordinator position	\$ 14,500	\$ -	\$ 7,000	\$ 7,500	\$ -	75 E 1000 210 0000 000	Approved at 6/9/2021 State Board
382-1-016-20221109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	For MTSS Coordinator position	\$ 7,936	\$ -	\$ 3,906	\$ 4,030	\$ -	75 E 1000 221 0000 000	Approved at 6/9/2021 State Board
382-1-017-20221109	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	For MTSS Coordinator position	\$ 1,857	\$ -	\$ 914	\$ 943	\$ -	75 E 1000 222 0000 000	Approved at 6/9/2021 State Board
382-1-018-20221109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	For MTSS Coordinator position	\$ 70	\$ -	\$ 35	\$ 35	\$ -	75 E 1000 260 0000 000	Approved at 6/9/2021 State Board
382-1-019-20221109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 57,000	\$ -	\$ 28,000	\$ 29,000	\$ -	75 E 1000 111 0100 000	Approved at 6/9/2021 State Board

382-1-020-20221109	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 14,000	\$ -	\$ 7,000	\$ 7,000	\$ -	75 E 1000 210 0000 000	Approved at 6/9/2021 State Board
382-1-021-20221109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 3,534	\$ -	\$ 1,736	\$ 1,798	\$ -	75 E 1000 221 0000 000	Approved at 6/9/2021 State Board
382-1-022-20221109	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 808	\$ -	\$ 406	\$ 402	\$ -	75 E 1000 222 0000 000	Approved at 6/9/2021 State Board
382-1-023-20221109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 500	\$ -	\$ 250	\$ 250	\$ -	75 E 1000 260 0000 000	Approved at 6/9/2021 State Board
382-1-024-20221109	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks/laptops. We added 1-1 chromebooks for 5th and 6th grades for the purpose of addressing technology needs for all students, especially our vulnerable students.	\$ 58,764	\$ 58,764	\$ -	\$ -	\$ -	75 E 1000 650 0200 000	Approved at 6/9/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
382-1-025-20221109	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Zoom Pro Renewal: allowing access to online meetings.	\$ 163	\$ 163	\$ -	\$ -	\$ -	75 E 1000 650 0200 000	Approved at 6/9/2021 State Board. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
382-1-026-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	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	Cafeteria Tables. We are increasing access to lunch for Preschool students and including a full day option. This will increase our capacity for serving lunch.	\$ 8,546	\$ 8,546	\$ -	\$ -	\$ -	75 E 2600 730 0000 000	Approved at 6/9/2021 State Board
382-1-027-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	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	Lunch serving carts. We are increasing access to lunch for Preschool students and including a full day option. This will increase our capacity for serving lunch.	\$ 8,066	\$ 8,066	\$ -	\$ -	\$ -	75 E 2600 700 0000 000	Approved at 6/9/2021 State Board

382-1-028-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Purchase of 3 new floor scrubbers to increase efficiency and increase number of cleanings by custodial staff for preschool, middle school, and high school buildings.	\$ 21,442	\$ 21,442	\$ -	\$ -	\$ -	75 E 2600 730 0000 000	Approved at 6/9/2021 State Board
382-1-029-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Towards the completion of an HVAC renovation for our preschool, which has radiator heat and window air conditioner units for the purpose of increasing the air turnover rate and reducing the spread of infectious disease.	\$ 94,120	\$ -	\$ -	\$ 94,120	\$ -	75 E 2600 460 0202	Change request: Originally approved at 6/9/2021 State Board. Sfy 2023 for \$227,555. August 12: per applicant direction, reduced expenditure amount by \$37,000.
382-1-030-20221109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Due to covid fears and labor shortages due to covid, we will pay a retention pay of \$500 per teacher in order to keep our buildings fully staffed and not lose employees. This is to retain elementary teachers.	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	75 E 1000 111 0100 000	Approved at 8/9/21 State Board Meeting. 28 elementary school teachers. Per applicant, payout would be the payroll following the official approval. Applicant clarification for payout plan: Our board approved the retention pay, so we would pay as soon as practicable following an official approval of our ESSER II application from KSDE.
382-1-031-20221109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Due to covid fears and labor shortages due to covid, we will pay a retention pay of \$500 per teacher in order to keep our buildings fully staffed and not lose employees. This is to retain middle school teachers.	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	75 E 1000 111 0400 000	Approved at 8/9/21 State Board Meeting. 24 middle school teachers. Per applicant, payout would be the payroll following the official approval. Applicant clarification for payout plan: Our board approved the retention pay, so we would pay as soon as practicable following an official approval of our ESSER II application from KSDE.
382-1-032-20221109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Due to covid fears and labor shortages due to covid, we will pay a retention pay of \$500 per teacher in order to keep our buildings fully staffed and not lose employees. This is to retain high school teachers.	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	75 E 1000 111 0600 000	Approved at 8/9/21 State Board Meeting. 24 high school teachers. Per applicant, payout would be the payroll following the official approval. Applicant clarification for payout plan: Our board approved the retention pay, so we would pay as soon as practicable following an official approval of our ESSER II application from KSDE.
382-1-033-20221109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Due to covid fears and labor shortages due to covid, we will pay a retention pay of \$500 per employee in order to keep our buildings fully staffed and not lose employees. This is to retain instructional paras.	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	75 E 1000 120 0100 000	Approved at 8/9/21 State Board Meeting. 15 instructional paraprofessionals. Per applicant, payout would be the payroll following the official approval. Applicant clarification for payout plan: Our board approved the retention pay, so we would pay as soon as practicable following an official approval of our ESSER II application from KSDE.
382-1-034-20221109	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	Due to covid fears and labor shortages due to covid, we will pay a retention pay of \$500 per employee in order to keep our buildings fully staffed and not lose employees. This is to retain library paras.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	75 E 2200 120 000 000	Approved at 8/9/21 State Board Meeting. 2 library paraprofessionals. Per applicant, payout would be the payroll following the official approval. Applicant clarification for payout plan: Our board approved the retention pay, so we would pay as soon as practicable following an official approval of our ESSER II application from KSDE.
382-1-035-20221109	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	Due to covid fears and labor shortages due to covid, we will pay a retention pay of \$500 per employee in order to keep our buildings fully staffed and not lose employees. This is to retain building secretaries.	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	75 E 2400 120 000 000	Approved at 8/9/21 State Board Meeting. 9 building secretaries. Per applicant, payout would be the payroll following the official approval. Applicant clarification for payout plan: Our board approved the retention pay, so we would pay as soon as practicable following an official approval of our ESSER II application from KSDE.
382-1-036-20221109	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Due to covid fears and labor shortages due to covid, we will pay a retention pay of \$500 per employee in order to keep our buildings fully staffed and not lose employees. This is to retain central office administrative staff.	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	75 E 2500 120 000 000	Approved at 8/9/21 State Board Meeting. 3 central office administrative staff. Per applicant, payout would be the payroll following the official approval. Applicant clarification for payout plan: Our board approved the retention pay, so we would pay as soon as practicable following an official approval of our ESSER II application from KSDE.



382-1-037-20221109	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	Due to covid fears and labor shortages due to covid, we will pay a retention pay of \$500 per employee in order to keep our buildings fully staffed and not lose employees. This is to retain custodians and maintenance personnel.	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	75 E 2600 120 000 000	Approved at 8/9/21 State Board Meeting. 9 custodians and maintenance personnel. Per applicant, payout would be the payroll following the official approval. Applicant clarification for payout plan: Our board approved the retention pay, so we would pay as soon as practicable following an official approval of our ESSER II application from KSDE.
382-1-038-20221109	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Due to covid fears and labor shortages due to covid, we will pay a retention pay of \$500 per employee in order to keep our buildings fully staffed and not lose employees. This is to retain route bus drivers and maintenance technician.	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	75 E 2700 120 000 000	Approved at 8/9/21 State Board Meeting. 7 route bus drivers and maintenance technician. Per applicant, payout would be the payroll following the official approval. Applicant clarification for payout plan: Our board approved the retention pay, so we would pay as soon as practicable following an official approval of our ESSER II application from KSDE.
382-1-039-20221109	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	Due to covid fears and labor shortages due to covid, we will pay a retention pay of \$500 per employee in order to keep our buildings fully staffed and not lose employees. This is to retain Food Service workers.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	75 E 3100 120 000 000	Approved at 8/9/21 State Board Meeting. 4 Food Service workers. Per applicant, payout would be the payroll following the official approval. Applicant clarification for payout plan: Our board approved the retention pay, so we would pay as soon as practicable following an official approval of our ESSER II application from KSDE.
382-1-040-20221109	Eligible	Direct Allocation	Support Services - School Administration	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Due to covid fears and labor shortages due to covid, we will pay a retention pay of \$500 per employee in order to keep our buildings fully staffed and not lose employees. This is for building principals.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	75 E 2400 111 000 000	Approved at 8/9/21 State Board Meeting. 5 building principals. Per applicant, payout would be the payroll following the official approval. Applicant clarification for payout plan: Our board approved the retention pay, so we would pay as soon as practicable following an official approval of our ESSER II application from KSDE.
382-1-041-20221109	Eligible	Direct Allocation	Support Services - General Administration	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Due to covid fears and labor shortages due to covid, we will pay a retention pay of \$500 per employee in order to keep our buildings fully staffed and not lose employees. This is retain our District Safety Coordinator.	\$ 500	\$ -	\$ 500	\$ -	\$ -	75 E 2300 111 000 000	Approved at 8/9/21 State Board Meeting. 1 District Safety Coordinator. Per applicant, payout would be the payroll following the official approval. Applicant clarification for payout plan: Our board approved the retention pay, so we would pay as soon as practicable following an official approval of our ESSER II application from KSDE.
382-1-042-20221109	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	This is for the expected purchase of PPE over the course of 2021-22 school year and the purchase of higher MERV filters for HVAC systems.	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	75 E 2100 610	Approved at 8/9/21 State Board Meeting.
382-1-043-20221109	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	This is for the purchase of classroom supplies to aid teachers in meeting COVID classroom protocols or remote learning assistance.	\$ 5,373	\$ -	\$ 5,373	\$ -	\$ -	75 E 1000 610	Approved at 8/9/21 State Board Meeting.
382-1-044-20221109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Behavioral Coordinator salary. During the pandemic we experienced an increased need for social-emotional behavioral support for students in order for them to navigate school and be successful. Without adequate support these students experience learning loss and that compounds the problem. This position has a certified teacher/administrator in the role and will coordinate all behavioral supports for the middle school. This is an added position.	\$ 81,000	\$ -	\$ -	\$ 81,000	\$ -	75 E 1000 111 0400 000	New Line Item

382-1-045-20221109	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Health Benefit - For LMS Behavioral Support Coordinator position	\$ 8,000	\$ -	\$ -	\$ 8,000	\$ -	75 E 1000 210 0000 000	New Line Item
382-1-046-20221109	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	For LMS Behavioral Support Coordinator position	\$ 6,200	\$ -	\$ -	\$ 6,200	\$ -	75 E 1000 221 0000 000	New Line Item
382-1-047-20221109	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	For LMS Behavioral Support Coordinator position	\$ 1,200	\$ -	\$ -	\$ 1,200	\$ -	75 E 1000 222 0000 000	New Line Item
382-1-048-20221109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	For LMS Behavioral Support Coordinator position	\$ 35	\$ -	\$ -	\$ 35	\$ -	75 E 1000 260 0000 000	New Line Item

# ESSER III APPLICATION FOR D0399

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>
Paradise	710 5th Street, Natoma, KS 676510010	Box 100, Natoma, KS 676510010
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Matt Pounds	mpounds@natoma-usd399.net	(785) 885-4843

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Matt Pounds	Superintendent/PreK-12 Principal	mpounds@natoma-usd399.net	(785) 885-4849

### Other District Representative 1 - Name

Cambria Ellis

### Other District Representative 1 - E-mail Address

cellis@natoma-usd399.net

### Other District Representative 2 - Name

### Other District Representative 2 - E-mail Address

## 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.usd399.com/pages/uploaded\\_files/COVID%20-%20MASKS%20Update.pdf](https://www.usd399.com/pages/uploaded_files/COVID%20-%20MASKS%20Update.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 ESSER I and ESSER II grant monies for our school district were used for several different initiatives, 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 summer school packet program for elementary students, an opportunity for summer school type activities/ongoing engagement in the learning process/reading encouragement for our elementary 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 evaluating the feasibility and need for summer school or after school programs at the elementary level starting with the 23-24 school year.

This school year, 2021-22, we hired an at-risk aid at the elementary level. 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 399 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 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. We also now have air purifiers in each classroom PreK-12. 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 digital content with curricular software purchases, manipulatives and supplementary materials for students and faculty, revisions to our core curriculum and elective programming, additional technology integration, PPE type equipment, possibly support for our continued testing efforts.

COVID will continue to be monitored, based on the proven need for fluidity when determining protocols to meet the current situation the school district will adjust accordingly.

## **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**

We utilized our Student Council and Google Forms (use this link to access the results: <https://forms.gle/aFoVbx6qRjs7vv7d9> ) to engage our student population with the intent to collect their insights as students attending schools in USD 399. Classroom teachers provided time during their classes dedicated for students to have time set aside to ensure this opportunity as easily utilized. Some of the feedback included:

- a. Facility Upgrades - a track, new chairs, deep cleaning,
- b. Offering additional extracurricular activities - sports equipment,
- c. Providing additional technology - supporting 4-day school week,
- d. Additional instructional materials - new textbooks, more hands-on activities like experiments,
- e. Expand social and emotional supports - de-stress room, social skills, social time,

Survey produced a variety of comments.

1. I don't really know but maybe for some kids with AD/HD you could possibly get some like stress relief stuff and maybe some special chairs for the ones who can't stand still.
2. I like the way the school day is currently scheduled and that we still have some extra curricular activities. I enjoy the positive atmosphere from teachers and other staff that is pushing everyone to be their best self and to help others achieve this
3. Well i like that its not super strict but strict enough to have us be well executed and a nice back bone to being in society (unlike my cousins school)
4. I get to play sports and be at the high school with the big kids.
5. Have a socializing time 30 mins a day, better food, new books in the library.
6. add more career paths and extra curricular activities
7. School Lunches, Unblock stuff on our computer, get to hang out with friends like for 6 hours :) (Because i dont have a phone i cant talk to them outside of school and i live in the middle of nowhere:() )

Students appreciate their teachers and support staff and recognize excellence. A common theme is they would like more opportunities to socialize, use hands-on activities to fully engage in the learning process, and see the need for updates to ensure high quality teaching and learning (ex: replacing old and worn textbooks, utilizing more technology integration to take advantage of our 1 to 1 laptop initiative, and improving our learning environments with teacher resources empowering skill development in soft skills.

School lunch and availability of afternoon snacks continues to be of strong interest to students. This past year we added a sandwich bar which was well received. Student Council conducted a survey of student body to determine if the sandwich bar was most popular or expanding the salad bar, the salad bar was rated highest and we transitioned to it for the later part of spring semester.

## **Families**

USD 399 used google forms to engage parents/guardians in meaningful ongoing continuous school improvement dialogue with the intent to acquire their insights. The survey can be accessed using this link: <https://forms.gle/vHSFvPSMtPb22rGH9> We received 20 responses to this survey, more input received from lower grades than Junior High and High School. Common themes that were identified included, but not limited to:

- a. Additional Instructional materials rates highest on with 15 votes
- b. Five areas all rated equally - additional personnel and staff, additional behavior support, expand social emotional support, offering additional extracurricular activities, and offering more teacher professional development

Open-ended questions produced a variety of comments, but many along the same lines of thinking:

1. Curriculum, building maintenance
2. Hands-on learning experiences
3. Educating the teachers who teach our students.
4. Updating the curriculum
5. Offering more programs and outreach to children who are struggling or falling behind
6. I'd like to see more opportunities to address the social/emotional needs of students, especially in the junior high, where we've had some issues with death threats. (Granted, they were transmitted on personal technology off school grounds, but it affects the students in school, and at their age, they aren't able to get together after school to talk it out.)
7. I'd like to see my student's science curriculum be updated and uniform across the board (so they're not overlapping from grade to grade).
8. Out of date curriculum and we need funds to secure and keep qualified teaching staff.
9. When I say extra-curricular activities above, I mean opportunities for students to be involved in what other segments of our student body are doing, to foster inter-connectedness and a family atmosphere. (For example, Buddy Reading between the HS building and the ES building or "pep clubs" where students can congregate to sit with their friends to cheer for sports teams.) I'm also concerned that SADD/FADD doesn't seem very active anymore; they have a positive message for our youth.
10. 4 day week, small classes, in person learning
11. Small class sizes, better one on one between students and teachers
12. You have kept our kids in school and learning!!
13. I think the school does a great job on identifying weak skills for each child and trying to help them in those areas
14. I think our administration's approach to student discipline has led to some stabilizing of our district.
15. I like that we still offer music and that art has been incorporated, both to smaller degrees than I think is ideal, but it's there, nonetheless.
16. As country-dwellers, I appreciate the flexible transportation for my children, as I also work at the HS and often need my kids dropped off at various places.
17. I like that we have a lot of support staff for our kids. I feel that the staff (at NES) works well together and have wonderful leadership in Mr. Pounds and Mrs. Mettlen.
18. Friendly atmosphere
19. My kids love to learn thanks to the positive upbeat teachers we have.
20. I like dropping my students off at the SE corner of the elementary, where they can enter through the gym door that Ms. Sonya is holding open and welcoming students.

## **School and District Administrators including Special Education Administration**

As a superintendent PreK-12 principal part of my responsibilities is to participate along with our NCKSEC 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. I have also collaborated with Osborne and Russell County Health Departments 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 cooperative 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 our 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 during the 2021-2022 school year.

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**

USD 399 used a google form to survey faculty and staff during the 2021-2022 school year. Initially as part of the district's Needs Assessment then again as part of the ESSER III grant process. Use this link to access the survey: <https://forms.gle/o9itCo1A6rBcHLtY8> . We received 22 responses to this survey.

This process garnered staff ownership of providing administration and members of the school board with insightful input to strategic planning and prioritization for budgeting. Time was incorporated as part of Teacher Inservice to empower teachers and support staff with time to develop their input. Themes from their input include:

- a. Additional instructional materials rated as highest need
- b. Additional behavioral support rated second
- c. Expand social emotional support and additional personnel and staff rated third

Comments to open-ended questions produced some insightful input:

1. our school district needs updated curriculum and more technology use
2. Professional development for all positions is essential to efficiency and maximizing impact of dollars spent on technology integration, curriculum alignment, differentiation, hands-on learning, small group lessons, long-term projects, and more.
3. I feel additional support staff is top priority.
4. Student needs, outdated resources
5. I feel that with the past two years have been, we need to prioritize how we are teaching our students by getting up to date curricula across the board. Using up to 21 year old resources is a severe disadvantage to our kids and they deserve better.
6. Upgrading our building windows and updating our textbooks and teaching supplies
7. Technology should be number 1.
8. I'd like students to have more opportunities to have adult support talking through some of the drama that interrupts learning for so many students.
9. Curriculum/classroom supply upgrades. Childcare for inservice/PD days at the school.
10. collaboration with other staff
11. In general we have a very good atmosphere. Teachers, staff and students are often happy to be at school and working happily toward the same goals.
12. The work accomplished is often times done on a shoe string budget. Managing expectations has supported budget, yet oftentimes at the cost of reductions in high expectations.
13. 4 day week; staff that care about kids; available technology; desire from admin to protect teachers & see them taking care of themselves, yet pursuing excellence at the same time
14. We have great leadership in our administrator and teachers.
15. Teacher/ student ratio. Flexibility for teachers to be creative in creating engaging learning experiences.
16. I like having an administrator that holds students accountable and the feeling that the office has our backs. Along with this comes a feeling of stability that grounds the students and helps keep shenanigans to a minimum.
17. HS staff morale is improving through the continuous opportunities for teamwork/covering for each other, increasing our interconnectedness.
18. Our science and social studies teachers have increased what is expected of students compared to last year, which I think is creating less whining, overall.
19. Knowing each of us has a tremendous opportunity to make a positive impact on all phases of education and putting my name on improvement initiatives regardless of position titles.
20. Knowing each of us has a tremendous opportunity to make a positive impact on all phases of education and putting my name on improvement initiatives regardless of position titles.

## **Tribes**



USD 399 used a google form to engage key stakeholders in dialogue pertaining to how best to meet the needs of Native American students and families. Using PowerSchool, student management system, to identify students and families who report Native American status as well as reaching out to our region, state, and national organizations. See list below:

24 Contacts including: Sac & Fox Nation and Iowa Tribe

Many of the responses align with input received from other parents and students... curriculum upgrades, more lessons with hands-on activities to provide opportunities to experience various concepts in action, comprehensive use of technology, and social emotional support. Organizations contacted preferred conversations over completing a survey. See one special comments below:

a. My suggestion is to ensure information is available to families plus recognition that all students deserve the best school are able to offer.

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

USD 399 utilized google forms to create a survey, internet searches for key stakeholders in our region, state, and nationally who could contribute to our research, and phone calls with key stakeholders. The email below is an example of the type of response received:

Thank you for your email requesting our input concerning your use of ESSER III funds. I reviewed your survey but most of the questions are not related to our legal and advocacy work for students with disabilities. In the alternative, I can provide the following as our input concerning the importance of ESSER III funds for students with disabilities:

The Disability Rights Center 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. 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 prior to 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 a better opportunity to stop the slide in their educational progress due to the pandemic. Please let me know whether this meets your needs. Feel free to also contact me at 785-273-8697, Ext. 117 if you would like to discuss this further or if you need any additional information concerning our position on this issue.

Lane Williams

Legal Director

Disability Rights Center of Kansas (DRC)

214 SW 6th Ave., Suite 100

Topeka, KS. 66603

785-273-9661, X117

1-877-776-1541

lane@drckansas.org

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/>).

### **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 399 utilized google forms to create a survey, used relationships between teachers and parents to engage them during Parent-Teacher Conferences to talk about how best to meet the needs of students with disabilities. The PowerSchool messenger service provided by Southwind Bank was used to engage parents and guardians in the process of gathering information on what is working, not working, or missing. As part of the Individualized Education Plan (IEP) educators and specialists engaged parents in conversations about how to best meet the needs of students and families with disabilities.

Target group included

### 1. Specific learning disability (SLD)

The "specific learning disability" (SLD) category covers a specific group of learning challenges. These conditions affect a child's ability to read, write, listen, speak, reason, or do math. Here are some examples of what could fall into this category:

Dyslexia

Dyscalculia

Written expression disorder (you may also hear this referred to as dysgraphia)

### 2. Other health impairment

The "other health impairment" category covers conditions that limit a child's strength, energy, or alertness. One example is ADHD, which impacts attention and the executive factor.

### 3. Autism spectrum disorder (ASD)

ASD is a developmental disability. It involves a wide range of symptoms, but it mainly affects a child's social and communication skills. It can also impact behavior.

### 4. Emotional disturbance

Various mental health issues can fall under the "emotional disturbance" category. They may include anxiety disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder, and depression. (Some of these may also be covered under "other health impairment.")

### 5. Speech or language impairment

This category covers difficulties with speech or language. A common example is stuttering. Other examples are trouble pronouncing words or making sounds with the voice. It also covers language problems that make it hard for kids to understand words or express themselves.

### 6. Visual impairment, including blindness

A child who has eyesight problems is considered to have a visual impairment. This category includes both partial sight and blindness. If eyewear can correct a vision problem, then it doesn't qualify.

### 7. Deafness

Kids with a diagnosis of deafness fall under this category. These are kids who can't hear most or all sounds, even with a hearing aid.

### 8. Hearing impairment

The term "hearing impairment" refers to a hearing loss not covered by the definition of deafness. This type of loss can change over time. Being hard of hearing is not the same thing as having trouble with auditory or language processing.

### 9. Deaf-blindness

Kids with a diagnosis of deaf-blindness have both severe hearing and vision loss. Their communication and other needs are so unique that programs for just the deaf or blind can't meet them.

### 10. Orthopedic impairment

An orthopedic impairment is when kids lack function or ability in their bodies. An example is cerebral palsy.

### 11. Intellectual disability

Kids with this type of disability have below-average intellectual ability. They may also have poor communication, self-care, and social skills. Down syndrome is one example of a condition that involves an intellectual disability.

### 12. Traumatic brain injury

This is a brain injury caused by an accident or some kind of physical force.

### 13. Multiple disabilities

A child with multiple disabilities has more than one condition covered by IDEA. Having multiple issues creates educational needs that can't be met in a program designed for any one disability.

Currently no English Language learners in our school system.

Currently no incarcerated students.

Currently no student(s) experiencing homelessness.

Currently no students in foster care.

Currently no migrant students.

Survey of our student population produced a variety of comments.

1. I don't really know but maybe for some kids with AD/HD you could possibly get some like stress relief stuff and maybe some special chairs for the ones who can't stand still.

2. I like the way the school day is currently scheduled and that we still have some extra curricular activities. I enjoy the positive atmosphere from teachers and other staff that is pushing everyone to be their best self and to help others achieve this

3. Well i like that its not super strict but strict enough to have us be well executed and a nice back bone to being in society

(unlike my cousins school)

4. I get to play sports and be at the high school with the big kids.
5. Have a socializing time 30 mins a day, better food, new books in the library.
6. add more career paths and extra curricular activities
7. School Lunches, Unblock stuff on our computer, get to hang out with friends like for 6 hours :) (Because i dont have a phone i cant talk to them outside of school and i live in the middle of nowhere:)

In addition, we considered 504 plans, formal plans that schools develop to give kids with disabilities the support they need. That covers any condition that limits daily activities in a major way. These plans prevent discrimination. And they protect the rights of kids with disabilities in school. They're covered under Section 504 of the Rehabilitation Act. This is a civil rights law.

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

USD 399 encouraged faculty, support staff, members of the school board, and administration to reach out to members of the community to seek out information to support the ongoing school improvement initiative and strategic planning with priorities aligned with funding. Survey received 5 responses, some of which are also staff members: The school district's Facebook page and website contain meaningful information about our school operations and happenings. The following is a bird's eye view of the feedback

- a. Respect for Self, Others, and Property
- b. Workforce readiness skills - accountability, dependability, flexibility, capability, Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills. Examples Include: communication, positive attitude, teamwork, problem solving, talking/writing, cooperation, active listening, and decision making.
- c. Work Ethic - ownership and determination to overcome challenges
- d. Self-sufficiency -
- e. Career Exploration -
- f. Retain good teachers -
- g. 21st Century Skills - The 21st century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Reading, Writing, and Communicating are inherently demonstrated in each of these 21st century skills, as follows:

#### Critical Thinking and Reasoning

Critical thinking and reasoning are vital to advance in the technologically sophisticated world we live in. In order for students to be successful and powerful readers, writers, and communicators, they must incorporate critical thinking and reasoning skills. Students need to be able to successfully argue a point, justify reasoning, evaluate for a purpose, infer to predict and draw conclusions, problem-solve, and understand and use logic to inform critical thinking.

#### Information Literacy

The student who is information-literate accesses information efficiently and effectively by reading and understanding essential content of a range of informational texts and documents in all academic areas. This involves evaluating information critically and competently; accessing appropriate tools to synthesize information; recognizing relevant primary and secondary information; and distinguishing among fact, point of view, and opinion.

#### Collaboration

Reading, writing, and communicating must encompass collaboration skills. Students should be able to collaborate with each other in multiple settings: peer groups, one-on-one, in front of an audience, in large and small group settings, and with people of other ethnicities. Students should be able to participate in a peer review, foster a safe environment for discourse, mediate opposing perspectives, contribute ideas, speak with a purpose, understand and apply knowledge of culture, and seek others' ideas.

#### Self Direction

Students who read, write, and communicate independently portray self-direction by using metacognition skills. These important skills are a learner's automatic awareness of knowledge and ability to understand, control, and manipulate cognitive processes. These skills are important not only in school but throughout life, enabling the student to learn and set goals independently.

#### Invention

Applying new ways to solve problems is an ideal in reading and writing instruction. Invention is one of the key components of creating an exemplary writing piece or synthesizing information from multiple sources. Invention takes students to a higher level of metacognition while exploring literature and writing about their experiences.

## 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 399 Natoma - Paradise - Waldo students, faculty/staff, and our community as a whole and continues to do so as we started the 2020-2021 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 Zoom, Google Meet, 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 Osborne 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 Osborne and Russell County Health Departments 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 399 will continue to focus on addressing learning loss and student safety through the 1) retaining quality teachers and support staff via retention pay/premium 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; 2) addition of personnel – a part-time 6th Grade teacher plus an additional At Risk paraprofessional at the Elementary. Possibly, too, our COVID nurse – if the KDHE funding lapses after this school year. 3) Also, to address learning loss – the purchase of curriculum, assessments, and software to support the curriculum– ELA, math, social studies, science, and electives instruction, manipulatives, and technology integration; 4) Professional development for initiatives; 5) investigating the possibilities of after school activities or summer school to support summer packets; 6) In terms of student safety, we would address some school repairs and improvements – LED lighting, new classroom furniture, potential for new phone system to replace Toshiba system with is not longer supported, 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.

During the 21-22 school year, our school district hired a part-time 6th grade teacher and a full-time At Risk paraprofessional one at Paradise Junior High and the at Natoma Elementary School utilizing ESSER II funds. In addition, we have a part-time school guidance counselor working at Natoma High School. Together this group empowers us to not combine 5th and 6th grade students, ensure support for At Risk students at all levels throughout the grade school, and provide access to career guidance counseling services for grades 6-12.

We will continue to implement summer enrichment activities again providing packets for parents and students with incentives to increase completion rates, during the summers of 2021, 2022, 2023, and 2024 school year. We are in the process of evaluating the benefits and feasibility of introducing an after-school program at the elementary and junior high school, during the 23-24 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 multi-tiered support system (MTSS) 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 remediation, acceleration, or 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 head teacher and junior/senior high school counselor will offer and provide counseling services to students during the summer of 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. The school district is transitioning to LED lighting, updating classroom furniture continuing initiative to update Promethean boards to current standards and better visibility, evaluating the upgrade of our no longer supported Toshiba phone system, and so on to ensure students have access to high quality learning environments. We will continue to utilize air purifications systems in all classrooms as provided by the KDHE grant.

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 Cloud9 World PreK-12 implementation). We are planning on introducing new core and electives curriculums, software, manipulatives, and technology integration PreK-12. 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 and 23-24 school years. 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 two year district calendar with Teacher In-service dates and supported by the negotiated agreement allowing for two on-hour meetings per month for teacher meetings. We will review our summer packet enrichment program and need for after school programs, as well as the roles of our teachers, support staff, guidance counselor, and administration 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	\$324,378	\$0	\$324,378	ESSER III Allocations	\$64,876
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$324,378	\$0	\$324,378	Amount Still Needed	\$64,876
In Review Total	\$269,367	\$0	\$269,367	In Review Total	\$58,627
Amount Left	\$55,011	\$0	\$55,011	Amount Still Needed	\$6,249

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
399-3-0001	Direct	False	1000	110	1A	\$21,000	Task Force Review
399-3-0002	Direct	False	1000	110	1A	\$1,470	Task Force Review
399-3-0003	Direct	False	2100	120	1A	\$21,000	Task Force Review
399-3-0004	Direct	False	1000	110	1A	\$1,470	Task Force Review
399-3-0005	Direct	True	1000	210	1A	\$8,397	Task Force Review
399-3-0006	Direct	True	1000	220	1A	\$2,401	Task Force Review
399-3-0007	Direct	True	2100	120	12	\$15,711	Task Force Review
399-3-0008	Direct	True	2100	200	12	\$1,139	Task Force Review
399-3-0009	Direct	False	1000	120	1A	\$9,800	Task Force Review
399-3-0010	Direct	False	2100	120	12	\$100,000	Task Force Review
399-3-0011	Direct	False	1000	700	9	\$53,000	Task Force Review
399-3-0012	Direct	False	2620	733	1A	\$3,000	Task Force Review
399-3-0013	Direct	True	1000	110	1A	\$30,979	Task Force Review

## Line Item Details

Line Item ID: 399-3-0001



**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**

Retention Pay

**Account Number**

07-1000-110

**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**

Retention Pay for Certified Staff in the amount of \$1000 for FTE, who indicate they will return for the following year - May disbursement

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$21,000**Status**

Task Force Review

Line Item ID: 399-3-0002

**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**

Social Security Contributions

**Account Number**

07-1000-110

**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**

Social Security for Retention Pay for Certified Staff

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,470**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,470**Status**

Task Force Review

Line Item ID: 399-3-0003

**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**

Retention Pay

**Account Number**

07-2100-120

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-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**

Retention Pay for Classified Staff in the amount of \$750 for FTE, who indicate they will return for the following year - May disbursement. Continuity of support staff improves efficiency in many areas including going deeper based on stronger relationships and experiences.

<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>	\$0
<b>Total Expenditures</b>	<u>\$21,000</u>

**Status**

Task Force Review

Line Item ID: 399-3-0004

**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**

Social Security Contributions

**Account Number**

07-1000-110

**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**

Social Security for Retention Pay for 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>	\$1,470
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,470</u>

**Status**

Task Force Review

Line Item ID: 399-3-0005

**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**

Group Insurance

**Account Number**

07-1000-210

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**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**

Health insurance for the part-time teacher so we do not have to combine 5th & 6th grade classes and to create social distancing with increased support of learning loss.

<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>	\$8,397
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$8,397</u>
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**Status**

Task Force Review

Line Item ID: 399-3-0006

**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**

Social Security Contributions

**Account Number**

07-1000-220

**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**

Social Security for part-time teacher so we don't have to combine 5th and 6th classes to create social distancing with increased support of learning loss.

<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>	\$2,401
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$2,401</u>
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**Status**

Task Force Review

Line Item ID: 399-3-0007

**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**

Support Services (Student)

**Account Number**

13-2100-120

**Function Code**

2100 - Support Services (Students)

**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**

Continue addition of At-Risk Para to increase the amount of individual instruction in Tier II and III at the elementary level to address learning loss caused by COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,711
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,711</u>

**Status**

Task Force Review

Line Item ID: 399-3-0008

**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**

Social Security Contributions

**Account Number**

07-1000-220

**Function Code**

2100 - Support Services (Students)

**Object Code**

200 - 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**

Social Security for At-Risk Para

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,139
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,139</u>

**Status**

Task Force Review

Line Item ID: 399-3-0009

**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**

Professional Development

**Account Number**

07-1000-120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-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**

Providing professional development for staff to address the learning loss due to COVID factors. Curriculum (ex: Cloud9 World, FastBridge, Naviance, etc) technology integration, best practices, differentiation and accommodations, social emotional curriculum, crisis intervention, deep initial planning to ensure high quality first instruction, and so on.

Cloud9World is a PK- grade 12 integrated SEL- Mental Health solution that utilizes character strengths to empower children and teens to adopt character strengths and embrace mental wellness. Cloud9 World curriculum, professional development and online resource access launched on 8/11/22 from 10 to 11:30 virtually as part of our three (3) year package for \$16,300. Implementation of this curriculum takes place for 6-12 students during their 54 minutes of seminar class on Mondays of each week. The elementary school incorporates this curriculum as part of their school-wide title 1 services along with MTSS time.

We must continue to work on teacher retention to maximize the impact of our professional development for 20 teachers PreK-12.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$900
<b>Budgeted Expenditures in SFY 2023</b>	\$8,900
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,800</u>

**Status**

Task Force Review

Line Item ID: 399-3-0010

**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**

Curriculum with digital content, alignment to stat

**Account Number**

07-2100-120

**Function Code**

2100 - Support Services (Students)

**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**

Purchase textbooks with digital content, manipulatives, virtual field trips, VR features or supplements replacing our current textbooks which our out of date and no longer aligned with state standards or scope and sequenced across grade levels. The addition of comprehensive curriculum supports addressing learning loss among our PreK-12 students, vulnerable population as a result of significant changes as a result of COVID. Engagement levels, attention spans, curiosity, resiliency, and attendance are all factors leading to the decision making process to improve our teacher and student resources to maximize impact. Incorporating technology integration using interactive boards along with subscriptions to applications will improve remediation and enrichment and supported by our existing 1 to 1 Laptop initiative 3rd thru 12th grades.

Math - - Our math teacher was able to implement a new HMH 7-12 Math curriculum containing new textbooks for each subject taught, digital content and subscriptions, manipulatives, and training for \$10, . USD 399 averages 10 students per class, this year our numbers in grades 6-12 are: 8 in 6th grade; 8 in 7th grade, 7 in 8th grade, 7 in 9th grade, 13 in 10th grade, 6 in 11th grade, and 10 in 12th grade. Purchased consumables for Eureka Math at the elementary school while they make decisions on PreK-6 math curriculum upgrades.

English - - Our English teacher was able to implement a new 7-12 English curriculum two years prior. The PreK-6th grade is currently in the process of evaluating various curriculums to determine best fit for USD 399. We have considered PreK-12 alignment comparing to by building to see which concept best fits our situation. Timeline is to make a decision, order curriculum, allow teachers time to work with curriculum along with training prior to full implementation in August of 2023.

Science - - is much needed PreK-12. The longtime science teacher at the high school retired followed by a lack of teacher retention creates a challenge to align with state standards using outdated resources. All grades have been impacted by the budget and shortage of funds allocated to upgrade curriculum on an ongoing basis.

Social Studies - - outdated, all teachers speak to the point they have adapted enrichment resources to fill in gaps found in old textbooks.

Subjects other than the four core areas - - have lacked funding to update resources, these groups are evaluation their options as well.

We also upgraded our Naviance to Naviance Premium to better support the development of our Individual Plans of Study.

This is something identified as lacking in rigor. Cost of \$8,186.02

Purchased Social Emotional Curriculum Cloud9 World for \$16,300 plus \$650 training.

<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
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</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**

Technology Integration to support high levels of s

**Account Number**

07-1000-700

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**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**

Promethean boards for classrooms still using older Promethean boards, servers for network upgrades to support advanced technology, large motorized projector screen and projector with sound system for mounting on stage at NES, 3D printer, Virtual Reality (VR) glasses to allow students to go on virtual field trips and bring in guest speakers while remaining in a safe environment. and so on. This will also provide supplemental materials to address learning loss.

Purchased five (5) new Promethean Boards to continue our initiative to replace old Promethean Boards with Titanium 75" Promethean Boards in both resource classrooms, Business classroom, Vocational Agriculture classroom, and Industrial Technology classroom. We now have these same boards in Kindergarten plus all classrooms 3rd grade thru 12th. Still need Preschool, 1st grade, 2nd grade, and music.

Awaiting quote from Horizon Appliance after onsite visit to evaluate our current large group presentation options and sound systems. Initial conversations involved replacing our projectors and screens with large flat screens that can be more easily seen in all lighting. This will improve our virtual trainings for staff when hosted in the lunchroom at the high school. It will also improve the large groups activities at the elementary. Ballpark was \$1800 per large screen plus stand, considering three (3) screens. Time to adjust existing system, Bluetooth capability, and wireless microphones will enrich our large group presentations, academic recognition programs, and graduation exercises.

Faculty is currently evaluating curriculum in all areas, this will support identification of additional opportunities for technology integration of other key components (ex: virtual reality tools, simulators for things like welding, plasma tables, 3D printers, simulators used in the medical field, and so on)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$21,000
<b>Budgeted Expenditures in SFY 2023</b>	\$32,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$53,000</u>

**Status**

Task Force Review

Line Item ID: 399-3-0012

**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**

Classroom Furniture - (ex: student chairs, table

**Account Number**

07-1000-730

**Function Code**

2620 - Maintenance of Buildings

**Object Code**

733 - Furniture and Fixtures

**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**

COVID taught us the value of social distancing in an academic setting and how it decreases the spread of infectious diseases or illnesses that result in absenteeism. Classroom design is an essential component of maximizing the effectiveness of high quality teaching and learning. The school district purchased 24 new chairs for our 7-12 Math and English classrooms to ensure social distancing while elevating expectations for the two core subjects assessed the most.

Additional furniture being considered is flexible seating options for classrooms, accommodating our 1 to 1 laptop initiative, new curriculum with digital content, manipulatives, and differentiation.

$\$76.99 \times 24 = \$1,847.76$  for Math & English.

An additional \$1847 when we replace chairs in Science & Social Studies.

<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**

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**

Regular Salary

**Account Number**

07-1000-110

**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**

Continue addition of a part-time teacher so we donot have to combine 5th and 6th grade classes to create social distancing with increased support of 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>	\$30,979
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,979</u>

**Status**

Task Force Review

USD	District Name	Data as of
399	Paradise	10/28/2022

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
399-1-001-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Adding a part-time teacher so we do not have to combine 5th & 6th Grade Classes to create social distancing	\$ 27,878	\$ -	\$ 27,878	\$ -	\$ -	07-1000-110	Change Request: Previously approved for \$24,443 SFY 22. To keep class sizes small and in cohorts (6 grade currently crosses between elementary and junior since they have no core content teacher- phone call 5/26/21
399-1-002-20221109	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Health insurance for the part time teacher so we do not have to combine 5 & 6 grade classes and to create social distancing.	\$ 3,065	\$ -	\$ 3,065	\$ -	\$ -	07-1000-210	Change Request: Previously approved for \$5,990 SFY 22. Health Insurance for part time teacher
399-1-003-20221109	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act	Social Security for part time teacher so we do not have to combine 5 & 6 grade classes to create social distancing	\$ 1,894	\$ -	\$ 1,894	\$ -	\$ -	07-1000-220	Approved at the 4/12/2022 State Board Meeting. Social Security for part time teacher
399-1-004-20221109	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an additional At-Risk Para to increase the amount of individualized instruction in Tier II & III at the elementary level to address learning loss caused by COVID .	\$ 14,363	\$ -	\$ 14,363	\$ -	\$ -	13-2100-120	Approved at the 4/12/2022 State Board Meeting. Para to support interventions, will impact 50 students in grade K-5- phone call 5/26/21

399-1-005-20221109	Eligible	Direct Allocation	Support Services (Students)	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Social Security for At-Risk Para	\$ 1,086	\$ -	\$ 1,086	\$ -	\$ -	07-1000-220	Approved at the 4/12/2022 State Board Meeting. Social Security for At Risk Para- K-5- phone call 5/26/21
399-1-006-20221109	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Add new technology that will make it easier for our teachers to do remote learning.	\$ 64,060	\$ -	\$ 43,315	\$ 20,745	\$ -	16-1000-700	Change Request: Previously approved for \$20,145 SFY 22. 5 Promethean boards (3 elementary and 2 at Jr/Sr High) to allow for students who are quarantined due to exposure to interact in real time with their peers and teachers- phone call 5/26/21
399-1-007-20221109	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Teachers addressing "Learning Loss" with tutoring (options include before and after school, fridays, and Friday School), feedback to students and parents (face to face contact, phone calls, or virtually) on a regular schedule, offering night classes for parents (tools for schools - powerschool, google classroom, website, study habits, etc), additional planning time to accommodate for differentiation to meet the needs of every student, loss of planning time to cover other classes, covering classes for staff in quarantine, technology integration to ensure engagement and at least one year of academic growth, hazard pay related to exposure at work and taking it home, Impact Teams as part of professional learning community, and so on. *3%, with each teacher submitting a proposal for how they will justify premium pay based on their circumstances	\$ 19,658	\$ -	\$ 19,658	\$ -	\$ -	12-1000-100	Change Request: Previously approved for \$19,181 SFY 22
399-1-008-20221109	Eligible	Direct Allocation	Instruction	Books and Periodicals	12. Addressing learning loss among students, including vulnerable populations	Providing books "Think Again: The Power of Knowing What You Don't Know" for all teachers PreK-12.	\$ 935	\$ -	\$ 935	\$ -	\$ -	12-1000-640	Change Request: Previously approved for \$1,487 SFY 22
399-1-009-20221109	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase textbooks and manipulations with digital alignment with our 1 to 1 initiative to replace our current curriculums that are not aligned and outdated in comparision to state standards. HMH Mathcurriculum for grades 7-12.	\$ 5,487	\$ -	\$ -	\$ 5,487	\$ -	12-1000-644	New Line Item. Curriculum is needed for learning loss. This curriculum will help with learning gaps and it is digital so if we do have to go remote again we would have a curriculum that would allow us to do this.

399-1-010-20221109	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase services to improve our sound systems and presentation options for large group activities which engage our parents and members of our community. Video conferencing in designated areas where all staff or all teachers group for remote training (which as a result of the cost of professional developmnet is our most cost effective option) Vanco 4.1 Transmitter/Receiver - Bluetooth; Shure Combo Handheld-Headset dual microphone, Samsung 85" 4K Smart 7000 Series TV x 2; Flat panel cart iwth shelf Up to 98" Tv; Sanus advanced Tilt 4d TV Mount 42" to 90" TV 3" ex; Draper 106" Matt White Portable Screen, and labor to tune sound system and setup new addtiions.	\$ 5,905	\$ -	\$ -	\$ 5,905	\$ -	16-1000-700	New Line Item. This will promote social distancing.
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**Kansas CommonApp (2020)**

3519-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



RbZjOBpq

# 403\_Otis-Bison\_ESSERII\_Change

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## Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** USD 403 Otis Bison

**Applicant / Mailing Address**

301 West Eagle Street

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

**Applicant / Email Address of Owner, CEO, or Executive Director** kaempfeb@usd403.org

**Applicant / Phone Number** 785-387-2201

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

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

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## Application details

**Full District Name** Otis-Bison Schools

**District Number** 403

Mailing Address   Street Address	P.O. Box 227
Mailing   City	Otis
Mailing Address   Zip Code	67565-0227
Authorized Representative of the District   Name	Brent Kaempfe
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	kaempfeb@usd403.org
Authorized Representative of the District   Phone Number	+17853872201
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.

This is a change to reflect additional funds not originally allocated. We have allocated the for learning loss in after school programming, tutoring and homework help.

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

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

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

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

This was a change to allocate funds not previously allocated. All of the funds in the change are for learning loss. Tutoring. Homework Help. Extended School year.

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

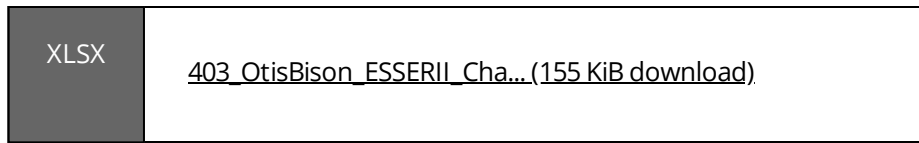
Student grades. Attendance. Local assessment test scores.

### **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 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

Brent Kaempfe

Date

10/25/2022

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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
403	Otis-Bison	10/28/2022

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
403-1-001-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	This was for Summer Academy Certified Staff salaries. The summer academy addressed reading and math learning loss for grades 1-5.	\$ 12,317	\$ 2,317	\$ 10,000	\$ -	\$ -	86-1000-110-00	Approved at the 9/14/2022 State Board Meeting. Per email with district: This summer school took place in 2021. We had 4 teachers and 3 classified staff. The number of students ranged from 10-15. Most of these students finished the previous school term in Tier 3 or Tier 2 reading and or math interventions and had shown regression during the pandemic. The students were in grades 1-5. In addition to the extra reading and math instruction, the students had other physical and character education activities. The pay scale for certified staff was \$20 per hour and \$12 per hour for classified staff. The summer school was 4 weeks in length.
403-1-002-20221109	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	3/4 time reading specialist to help with Title I reading instruction at the elementary level.	\$ 100,000	\$ 50,000	\$ 50,000	\$ -	\$ -	86-1000-111-00	Approved at the 9/14/2022 State Board Meeting. Per email with district: The reading specialist is being hired to help with learning loss from the pandemic in supporting classroom teachers with interventions for many of our students that are in Tier 2 and Tier 3 intervention groupings. This will also allow our Title I teacher more time to work with Tier 2 and Tier 3 math intervention students and teachers to improve math scores. Our reading and math scores have shown a regression of almost 30 percent to begin the school year with our K-5 students.

403-1-003-20221109	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Funds to help with pay for certified teacher substitutes for work related absences due to COVID	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	86-1000-115-00	Approved at the 9/14/2022 State Board Meeting.
403-1-004-20221109	Eligible	Direct Allocation	Instruction	0	11B. Planning and implementing supplemental after-school programs	After School Programming for grades K-12 that includes tutoring, homework help and other organized activities	\$ 15,000	\$ 7,500	\$ 7,500	\$ -	\$ -	86-1000-117-00	Approved at the 9/14/2022 State Board Meeting. Per email with district: The after school programming will address learning loss most specifically in Science(STEM) that occurred during the pandemic. With remote learning the depth of our science curriculum was challenging, specifically as it relates to hands-on activities. We will also have homework help and tutoring for students in all curriculum areas to help them maintain academic improvement and possible learning loss or loss of classroom time that may occur during this current school year due to COVID infections and quarantines.
403-1-005-20221109	Eligible	Direct Allocation	Instruction	0	11A. Planning and implementing summer learning or enrichment programs	Salaries, instructional materials, transportation for a comprehensive month-long Summer Academy for grades Prek-6 that focuses on STEM, Reading and math.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	86-1000-118-00	Approved at the 9/14/2022 State Board Meeting. Per email with district: In the proposed 2022 Summer Academy, we are expecting to have 6 certified staff and 3 classified staff. Pay scale will be \$20 per hour for certified staff and \$12 per hour for classified staff. Hours per week will be 25. Number of weeks will be 4. We are expecting 30 to 40 students, Prek-6th grade. The focus of the academy is academic, with daily reading, math and STEM activities for all grade levels. We will also be working on increasing parent engagement by inviting parents to Friday field trips that will be related to the weekly theme based academic activities. The summer academy will address learning loss that has occurred over the past year and a half during the pandemic. We will use MTSS reading and math groupings for interventions during the academy.

403-1-006-20221109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Classified staff salaries for 2021 Summer Academy that addressed reading and math learning loss for grades 1-5.	\$ 914	\$ 914	\$ -	\$ -	\$ -	86-1000-120-00	Approved at the 9/14/2022 State Board Meeting.
403-1-007-20221109	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security contributions for classified staff serving in the 2021 Summer Academy that addressed reading and math learning loss for grades 1-5.	\$ 247	\$ 247	\$ -	\$ -	\$ -	86-1000-220-00	Approved at the 9/14/2022 State Board Meeting.
403-1-008-20221109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment contributions for classified staff serving in the 2021 Summer Academy that addressed reading and math learning loss for grades 1-5.	\$ 3	\$ 3	\$ -	\$ -	\$ -	86-1000-260-00	Approved at the 9/14/2022 State Board Meeting.
403-1-009-20221109	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	Purchasing teacher guides for software purchased that will be used in-class but also during any possible remote learning.	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	06-1000-610-00	Approved at the 9/14/2022 State Board Meeting.

403-1-010-20221109	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Software purchases for improved in-class and transferability to remote learning	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	06-1000-653-00	Approved at the 9/14/2022 State Board Meeting. Per email with district: The major software purchase was for SOS. It is a software program that allows for teachers to monitor student devices remotely. We also purchased extra digital textbooks that went with classroom textbooks and curriculum. This helped us teach better remotely in the past and if we have the need to do it moving forward.
403-1-011-20221109	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 upgraded chromebooks, cases and related equipment to ensure sound 1-to-1 use in school and transferability to remote learning.	\$ 21,000	\$ 11,000	\$ 10,000	\$ -	\$ -	86-1000-736-00	Approved at the 9/14/2022 State Board Meeting. Added funds from row 26 to this request 08/30/2021.
403-1-012-20221109	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Gasoline	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Motor Fuel Costs for summer academy and afterschool programming.	\$ 1,117	\$ 117	\$ 1,000	\$ -	\$ -	86-2730-626-01	Approved at the 9/14/2022 State Board Meeting.

403-1-013-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Plumbing Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Maintenance of touchless water fountains and handwashing stations	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	86-2600-437-00	Approved at the 9/14/2022 State Board Meeting. Per clarification from district: Ffunds will be used to fix and maintain current touchless water fountains and to install 4 new touchless water fountains and for repairs and maintenance of classroom handwashing stations.
403-1-014-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing of sanitation supplies to ensure the greatest protection from virus and disease exposure for students, staff and patrons.	\$ 28,000	\$ 14,000	\$ 14,000	\$ -	\$ -	86-2600-618-00	Approved at the 9/14/2022 State Board Meeting.
403-1-015-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Heating and Cooling System Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Engineering and architectural needs assessments and planning to upgrade existing window units to an HVAC system with better air quality.	\$ 4,064	\$ 4,064	\$ -	\$ -	\$ -	86-2600-453-00	Approved at the 9/14/2022 State Board Meeting. Allowable if CDC guidelines are met.
403-1-016-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	New funds to help maintain after school programs, including homework help and tutoring	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	86-1000-110-00	New Line Item



403-1-017- 20221109	Eligible	Direct Allocation	Instruction	Regular Non- Certified Salaries	11B. Planning and implementing supplemental after-school programs	New funds to help maintain after school programs, including homework help and tutoring	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	06-1000- 120-00	New Line Item
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**Kansas CommonApp (2020)**

3420-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



NeYBArnA

# USD443\_Dodge City\_ESSER II Change Request (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** Unified School District 443

**Applicant / Mailing Address**

2112 First Ave

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

**Applicant / Email Address of Owner, CEO, or Executive Director** russell.simeon@usd443.org

**Applicant / Phone Number** 6203711001

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)** 2112 First Ave

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## Application details

**Full District Name** Unified School District 443 Dodge City Public Schools

District Number	443
Mailing Address   Street Address	2112 First Ave
Mailing   City	Dodge City
Mailing Address   Zip Code	67801
Authorized Representative of the District   Name	Simeon Russell
Authorized Representative of the District   Position or Title	Board Clerk/Executive Director Business & Operations
Authorized Representative of the District   Email Address	russell.simeon@usd443.org
Authorized Representative of the District   Phone Number	+16203711001
Would you like to additional district representatives to the application?	No

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

During the summer of 2020 we made plans to teach remotely. We purchased laptops, created curriculum, and provided training to use google classroom. While we were fortunate enough to provide “face to face” learning through the entire year, we did have a lot of interruptions due to illness and quarantine procedures of both teachers and students. This not only impacted all of our students, but disproportionately impacted our large population of English learners and students in poverty. USD 443 is a district of over 7,300 students, of which, over three fourths of the students are receiving free and reduced lunch support. Almost 10% are migrant and almost have of all students are English language learners.

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

The district was able to minimize the spread of COVID with the purchase of PPE supplies and social distancing supplies, as well as provide prepackaged meals in food service. We purchased laptops and hotspots for remote live learning. We are able to address student learning loss with summer school and measure learning gaps with screeners. During the summer of 2021 the school district enrolled 300 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy. We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff.

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

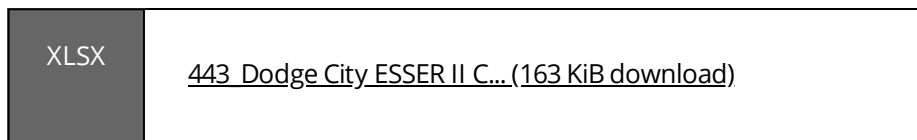
With safety measures and precautions in place we were able to successfully to hold classes face to face the entire school year which is a favorable impact on the students. We were able to provide technology needed for students to attend classes remotely if they couldn't attend face to face due to quarantine, illness etc., which is also a favorable impact on students, by

giving them the opportunity to stay current in their classes and not miss valuable instruction time. We are also able to address the learning gaps with progress monitoring using Fastbridge and Educlimber.

## 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

Simeon Russell

Date

10/14/2022

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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
443	Dodge City	10/31/2022

Exp endi ture ID	Eligibility Review Recommendation	Fundi ng Strea m	Funcio n 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 Expenditu res in SFY 2024 (\$)	Account Number	Notes
443-1-001-20221109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	To help prevent the spread of Covid the District required all students and employees to wear facemasks. This purchase was for individual welding hoods, band instrument cover and face masks.	\$ 62,900	\$ 31,400	\$ 31,500	\$ -	\$ -	1-76-1000-610-00-000	Approved at the 5/10/22 State Board Meeting
443-1-002-20221109	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Even though the District returned to face to face learning we did have a lot of interruptions to class due to illness or quarantine requirements. This resulted in learning loss. In order to identify and target specific areas of loss by students the District purchased the Fastbridge screener. In addition to allowing students and teachers to better schedule time to meet on these deficiencies we purchased scheduling software that allows teachers and students to set up meetings to address their learning gaps.	\$ 59,408	\$ 29,408	\$ 30,000	\$ -	\$ -	1-76-1000-653-00-000	Approved at the 5/10/22 State Board Meeting
443-1-003-20221109	Eligible	Direct Allocation	Food Services Operations	Furniture and Fixtures	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	As part of the social distancing protocol we purchased additional cafeteria tables in some locations and served lunch in other areas of their buildings. This is the cost of those additional tables. This is for 65 plastic seminar tables and 6 regular cafeteria tables.	\$ 12,424	\$ 12,424	\$ -	\$ -	\$ -	1-76-1000-733-00-000	Approved at the 5/10/22 State Board Meeting

443-1-004-202-211-09	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	With the uncertainty of Covid and in preparation for remote learning the Board approved in July 2020 the purchase of a total of 4851 student laptops. Previously the District had iPads but it was determined that they did not have the functional capability to perform acceptably in a remote learning environment. Some of these laptops were purchased with ESSER I money. This remaining money covers approximately 1397 laptops. As it turned out this District had face to face learning for all of the school year. We did use those laptops and are requesting an additional 66K for repairs to those laptops.	\$ 895,342	\$ 829,379	\$ 65,963	\$ -	\$ -	1-76-1000-734-00-000	Approved at the 5/10/22 State Board
443-1-005-202-211-09	Eligible	Direct Allocation	Social Work Services	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	To prevent the spread of Covid Transportation tried to use face shields. However, it was not a requirement. The face shields fogged up and the practice was quickly discontinued.	\$ 32	\$ 32	\$ -	\$ -	\$ -	1-76-2113-610-67-000	Approved at the 8/10/2021 State Board Meeting
443-1-006-202-211-09	Eligible	Direct Allocation	Guidance Services	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Reimbursable/ Face Shields for Nurses	\$ 43	\$ 43	\$ -	\$ -	\$ -	1-76-2120-610-00-000	Approved at the 8/10/2021 State Board Meeting
443-1-007-202-211-09	Eligible	Direct Allocation	Health Services	General Supplies and Materials (includes computer software)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Reimbursable / childrens face masks, Gowns for nurses	\$ 2,377	\$ 2,377	\$ -	\$ -	\$ -	1-76-2130-610-00-000	Approved at the 8/10/2021 State Board Meeting

443-1-008-20221109	Eligible	Direct Allocation	State and Federal Relations	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	For Covid PPE this is face shields for Nursing staff at the high school.	\$ 64	\$ 64	\$ -	\$ -	\$ -	1-76-2323-610-00-000	Approved at the 8/10/2021 State Board Meeting
443-1-009-20221109	Eligible	Direct Allocation	Other Executive Administration	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	As part of our return to in person teaching we temperature checked employees and students. This is an infrared thermometer for Nutrition.	\$ 74	\$ 74	\$ -	\$ -	\$ -	1-76-2329-610-00-000	Approved at the 8/10/2021 State Board Meeting
443-1-010-20221109	Eligible	Direct Allocation	Support Services - School Administration	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Part of the Covid protocol initially required taking temperatures of all students and employees. This is for the purchase of 180 thermometers.	\$ 7,862	\$ 7,788	\$ 73	\$ -	\$ -	1-76-2400-610-01-000	Approved at the 5/10/22 State Board Meeting
443-1-011-20221109	Eligible	Direct Allocation	Public Information Services	Office	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure	Signs to address Covid safety protocols were purchased and installed throughout the District.	\$ 868	\$ 868	\$ -	\$ -	\$ -	1-76-2560-613-00-000	Approved at the 8/10/2021 State Board Meeting
443-1-012-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	(DISPOSABLE MASK) - For additional sanitizing during the Covid pandemic we purchased larger quantities of sanitizing chemicals and sanitizing wipes from Pur-O-Zone.	\$ 21,451	\$ 11,850	\$ 9,600	\$ -	\$ -	1-76-2600-618-00-000	Approved at the 5/10/22 State Board Meeting

443-1-013-202-211-09	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	For additional sanitizing during the Covid pandemic we purchased larger quantities of sanitizing chemicals and sanitizing wipes from Pur-O-Zone. We realize this probably should have been placed in the 618 object code but the YE books were closed as such and we respectfully submit this expense in this account.	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	1-76-2600-730-00-000	Approved at the 8/10/2021 State Board Meeting
443-1-014-202-211-09	Eligible	Direct Allocation	Student Transportation	Other Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Part of the Covid protocol initially required taking temperatures of all students and employees. This is for the purchase of thermometers for Transportation.	\$ 113	\$ 70	\$ 43	\$ -	\$ -	1-76-2700-619-00-000	Approved at the 5/10/22 State Board Meeting
443-1-015-202-211-09	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Machinery	7. Purchasing supplies to sanitize and clean LEA and school facilities	To provide extra sanitation during Covid we purchased 2 Victory Electrostatic sanitizing sprayers for cleaning buses.	\$ 2,028	\$ 2,028	\$ -	\$ -	\$ -	1-76-2730-731-00-000	Approved at the 8/10/2021 State Board Meeting
443-1-016-202-211-09	Eligible	Direct Allocation	Other Support Services	Other Material & Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	During Covid we required social distancing. In order to enforce this in areas where seats were in a fixed position we purchased seat covers that enforced social distancing by not allowing people to sit too close together.	\$ 1,225	\$ 1,225	\$ -	\$ -	\$ -	1-76-2900-683-00-000	Approved at the 8/10/2021 State Board Meeting

443-1-017-202-211-09	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	During Covid we had to serve meals that were individually wrapped. This is for the purchase of supplies to individually package food. This includes items such as disposable lunch trays, plastic cover wrap film, film sealer, etc.	\$ 453,514	\$ 293,514	\$ 160,000	\$ -	\$ -	1-76-3100-680-00-000	Approved at the 5/10/22 State Board Meeting
443-1-018-202-211-09	Eligible	Direct Allocation	Food Services Operations	Other Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	During Covid we had to serve meals that were individually wrapped. This is for the equipment to individually wrap food. This includes items such as a heat seal lidding machine, sealing plates, lunch tray sealers.	\$ 144,285	\$ 144,285	\$ -	\$ -	\$ -	1-76-3100-739-00-000	Approved at the 8/10/2021 State Board Meeting
443-1-019-202-211-09	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Even though the District provided face to face learning we did provide remote learning to accommodate those families that chose to stay at home. It also provided students that had to quarantine the ability to stay current with their class. This cost is for the salaries of the teachers that provided the remote learning.	\$ 223,224	\$ 223,224	\$ -	\$ -	\$ -	1-76-1000-110-02-000	Approved at the 8/10/2021 State Board Meeting
443-1-020-202-211-09	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	fica	\$ 17,077	\$ 17,077	\$ -	\$ -	\$ -	76-1000-220-XX-000	Approved at the 8/10/2021 State Board Meeting

443-1-021-202-211-09	Eligible	Direct Allocation	Instruction	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Unemployment	\$ 223	\$ 223	\$ -	\$ -	\$ -	76-1000-250-XX-000	Approved at the 8/10/2021 State Board Meeting
443-1-022-202-211-09	Eligible	Direct Allocation	Instruction	Worker's Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Work Comp	\$ 560	\$ 560	\$ -	\$ -	\$ -	76-1000-260-XX-000	Approved at the 8/10/2021 State Board Meeting
443-1-023-202-211-09	Eligible	Direct Allocation	Instruction	Overtime Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Part of the Covid protocol was to limit exposure of various groups. With the high incidents of quarantines we needed to have a pool of substitute teachers. To accommodate both objectives we assigned substitute teachers to specific buildings and provided a guaranteed number of hours. This was contingent upon them being ready to substitute if called upon. As it turned out we fully utilized this program. This covered approximately 20 substitute teachers for the year.	\$ 522,439	\$ 522,439	\$ -	\$ -	\$ -	1-76-1000-111-01-000	Approved at the 8/10/2021 State Board Meeting
443-1-024-202-211-09	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	fica	\$ 41,742	\$ 41,742	\$ -	\$ -	\$ -	76-1000-220-XX-000	Approved at the 8/10/2021 State Board Meeting

443-1-025-20221109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Unemployment	\$ 570	\$ 570	\$ -	\$ -	\$ -	76-1000-250-XX-000	Approved at the 8/10/2021 State Board Meeting
443-1-026-20221109	Eligible	Direct Allocation	Instruction	Worker's Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Work Comp	\$ 1,803	\$ 1,803	\$ -	\$ -	\$ -	76-1000-260-XX-000	Approved at the 8/10/2021 State Board Meeting
443-1-027-20221109	Eligible	Direct Allocation	Improvement of Instruction Services	Overtime Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Before school started and we returned to face to face learning we paid certain teachers to come in over the summer of 2020 and develop curriculum and protocol to train other teachers how to use Google Classroom.	\$ 44,977	\$ 44,587	\$ 389	\$ -	\$ -	1-76-1000-119-00-802	Approved at the 5/10/22 State Board Meeting
443-1-028-20221109	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	fica	\$ 3,032	\$ 3,012	\$ 20	\$ -	\$ -	76-1000-220-XX-802	Approved at the 5/10/22 State Board Meeting
443-1-029-20221109	Eligible	Direct Allocation	Instruction	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Unemployment	\$ 37	\$ 37	\$ 0	\$ -	\$ -	76-1000-250-XX-802	Approved at the 8/10/2021 State Board Meeting
443-1-030-20221109	Eligible	Direct Allocation	Instruction	Worker's Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Work Comp	\$ 113	\$ 112	\$ 0	\$ -	\$ -	76-1000-260-XX-802	Approved at the 8/10/2021 State Board Meeting

443-1-031-202-211-09	Eligible	Direct Allocation	Support Services (Students)	Overtime Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	During Covid we had several additional requirements such as temperature checks, social distancing before school and during lunches. This is the extra labor costs to provide those extra duties. It includes items such as temp checks, lunch room, bus duty, hallway supervision.	\$ 122,805	\$ 61,403	\$ 61,403	\$ -	\$ -	1-76-1000-119-01-808	Approved at the 5/10/22 State Board Meeting
443-1-032-202-211-09	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	fica	\$ 4,874	\$ 4,157	\$ 716	\$ -	\$ -	1-76-1000-220-XX-808	Approved at the 5/10/22 State Board Meeting
443-1-033-202-211-09	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Unemployment	\$ 60	\$ 51	\$ 9	\$ -	\$ -	1-76-1000-250-808	Approved at the 5/10/22 State Board Meeting
443-1-034-202-211-09	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Work Comp	\$ 167	\$ 153	\$ 13	\$ -	\$ -	1-76-1000-260-808	Approved at the 5/10/22 State Board Meeting
443-1-035-202-211-09	Eligible	Direct Allocation	Instruction	Group Insurance	5. Procedures and systems to improve LEA preparedness and response efforts	This is the additional fringe benefits for remote live learning teachers listed above.	\$ 46,650	\$ 46,650	\$ -	\$ -	\$ -	1-76-1000-210-02-000	Approved at the 8/10/2021 State Board Meeting



443-1-036-202-211-09	Eligible	Direct Allocation	Instruction	Overtime Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	During Covid we paid one teacher to teach remote live learning during their planning time.	\$ 8,791	\$ 8,791	\$ -	\$ -	\$ -	1-76-1000-119-11-811	Approved at the 8/10/2021 State Board Meeting
443-1-037-202-211-09	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	FICA	\$ 611	\$ 611	\$ -	\$ -	\$ -	1-76-1000-220-11-811	Approved at the 8/10/2021 State Board Meeting
443-1-038-202-211-09	Eligible	Direct Allocation	Instruction	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Unemployment	\$ 7	\$ 7	\$ -	\$ -	\$ -	1-76-1000-250-11-811	Approved at the 8/10/2021 State Board Meeting
443-1-039-202-211-09	Eligible	Direct Allocation	Instruction	Worker's Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Work Comp	\$ 22	\$ 22	\$ -	\$ -	\$ -	0	Approved at the 8/10/2021 State Board Meeting

443-1-040-202-211-09	Eligible	Direct Allocation	Instruction	Additional Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Hired 4 Paras to assist with remote learning during Covid.	\$ 31,944	\$ 31,944	\$ -	\$ -	\$ -	1-76-1000-120-11-000	Approved at the 8/10/2021 State Board Meeting
443-1-041-202-211-09	Eligible	Direct Allocation	Food Services Operations	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	Summer feeding 2020 - Classified pay for kitchen workers and those delivering meals during Covid	\$ 357,504	\$ 143,253	\$ 107,127	\$ 107,125	\$ -	1-76-3100-120-00-829	Approved at the 5/10/22 State Board Meeting
443-1-042-202-211-09	Eligible	Direct Allocation	Food Services Operations	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	fica	\$ 25,961	\$ 10,112	\$ 7,925	\$ 7,925	\$ -	1-76-3100-220-XX-829	Approved at the 5/10/22 State Board Meeting

443-1-043-202-211-09	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	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	Unemployment	\$ 318	\$ 124	\$ 97	\$ 97	\$ -	1-76-3100-250-XX-829	Approved at the 5/10/22 State Board Meeting
443-1-044-202-211-09	Eligible	Direct Allocation	Food Services Operations	Worker's Compensation	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	Work Comp	\$ 12,082	\$ 4,795	\$ 3,644	\$ 3,644	\$ -	1-76-3100-260-XX-829	Approved at the 5/10/22 State Board Meeting
443-1-045-202-211-09	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Plexiglass dividers throughout the District. Also includes Tersano sanitizing filters. Tersano is the brand name of the "foggers/sanitizers" we purchased to disinfect the buildings within the District.	\$ 50,014	\$ 50,014	\$ -	\$ -	\$ -	1-76-2600-619-00-000	Approved at the 8/10/2021 State Board Meeting

443-1-046-20221109	Eligible	Direct Allocation	Improvement of Instruction Services	Additional Compensation	12. Addressing learning loss among students, including vulnerable populations	<p>USD 443 is a district of over 7,300 students of which over three fourths of the students are receiving Free and Reduced lunch support, almost ten percent are migrant and almost half of all students are English Language Learners. During the 2020-21 school year the district experienced major disruptions, as did all school districts, with the Covid outbreak and responses that impacted all of our students, but disproportionately impacting our large population of English Learners and students in poverty.</p> <p>The school district's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past school year but also longitudinally underperforming academic achievement is to improve the effectiveness and efficiency of the instruction provided to our students. The district follows Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2016. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandera defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.</p> <p>During the summer of 2021 the school district enrolled 284 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy with the following objectives:</p> <ol style="list-style-type: none"> <li>1. Involve as many staff as possible who support literacy instruction</li> <li>2. Increase the system understanding and application of district processes such as MTSS, PLCs, Progress Monitoring Flow Charts, knowledge of district resources and how to interpret literacy screeners and diagnostics.</li> <li>3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, social-economic status and primary language spoken in the home.</li> <li>4. Culminate in a "capstone" project of utilizing all of the training to develop detailed and purposeful literacy lesson plans that focuses on Tiers 1, 2 and 3 supports driven by Kansas literacy standards and student present levels of performance data.</li> <li>5. Increase the "multiplier effect" of staff who will be able to take the knowledge gained, apply it and to support colleagues who were not in attendance.</li> </ol> <p>We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff. It is for this reason we feel the ESSER fund application should be approved as the dollars spent are proven through decades of research to have a high correlation to increasing student achievement they are also dollars spend now that will have returns on this investment for many years to come.</p> <p>References:  BANDURA, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117-148. (Abstract)  HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract</p>	\$ 451,618	\$ -	\$ 225,809	\$ 225,809	\$ -	76-1000-119-00-828	Approved at the 5/10/22 State Board Meeting
443-1-047-20221109	Eligible	Direct Allocation	Improvement of Instruction Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	fica	\$ 34,550	\$ -	\$ 17,275	\$ 17,275	\$ -	76-1000-220-XX-828	Approved at the 5/10/22 State Board Meeting
443-1-048-20221109	Eligible	Direct Allocation	Improvement of Instruction Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment	\$ 425	\$ -	\$ 212	\$ 212	\$ -	76-1000-260-XX-828	Approved at the 5/10/22 State Board Meeting
443-1-049-20221109	Eligible	Direct Allocation	Improvement of Instruction Services	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Work Comp	\$ 1,125	\$ -	\$ 563	\$ 563	\$ -	76-1000-270-XX-828	Approved at the 5/10/22 State Board Meeting

443-1-050-20221109	Eligible	Direct Allocation	Improvement of Instruction Services	Additional Compensation	12. Addressing learning loss among students, including vulnerable populations	<p>USD 443 is a district of over 7,300 students of which over three fourths of the students are receiving Free and Reduced lunch support, almost ten percent are migrant and almost half of all students are English Language Learners. During the 2020-21 school year the district experienced major disruptions, as did all school districts, with the Covid outbreak and responses that impacted all of our students, but disproportionately impacting our large population of English Learners and students in poverty.</p> <p>The school district's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past school year but also longitudinally underperforming academic achievement is to improve the effectiveness and efficiency of the instruction provided to our students. The district follows Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2016. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandera defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement.</p> <p>During the summer of 2021 the school district enrolled 284 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy with the following objectives:</p> <ol style="list-style-type: none"> <li>1. Involve as many staff as possible who support literacy instruction</li> <li>2. Increase the system understanding and application of district processes such as MTSS, PLCs, Progress Monitoring Flow Charts, knowledge of district resources and how to interpret literacy screeners and diagnostics.</li> <li>3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, social-economic status and primary language spoken in the home.</li> <li>4. Culminate in a "capstone" project of utilizing all of the training to develop detailed and purposeful literacy lesson plans that focuses on Tiers 1, 2 and 3 supports driven by Kansas literacy standards and student present levels of performance data.</li> <li>5. Increase the "multiplier effect" of staff who will be able to take the knowledge gained, apply it and to support colleagues who were not in attendance.</li> </ol> <p>We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff. It is for this reason we feel the ESSER fund application should be approved as the dollars spent are proven through decades of research to have a high correlation to increasing student achievement they are also dollars spend now that will have returns on this investment for many years to come.</p> <p>References:  BANDURA, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117-148. (Abstract)  HATTIE, J. (2015). The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract</p>	\$ 206,644	\$ -	\$ 103,322	\$ 103,322	\$ -	76-1000-119-00-827	Approved at the 5/10/22 State Board Meeting
443-1-051-20221109	Eligible	Direct Allocation	Improvement of Instruction Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	fica	\$ 15,606	\$ -	\$ 7,803	\$ 7,803	\$ -	76-1000-220-XX-827	Approved at the 5/10/22 State Board Meeting
443-1-052-20221109	Eligible	Direct Allocation	Improvement of Instruction Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment	\$ 193	\$ -	\$ 97	\$ 97	\$ -	76-1000-260-XX-827	Approved at the 5/10/22 State Board Meeting
443-1-053-20221109	Eligible	Direct Allocation	Improvement of Instruction Services	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Work Comp	\$ 503	\$ -	\$ 251	\$ 251	\$ -	76-1000-270-XX-827	Approved at the 5/10/22 State Board Meeting

443-1-054-202-211-09	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Additional stipend for three people. To tutor students over the summer who failed courses during the ongoing Covid pandemic.	\$ 9,296	\$ -	\$ 9,296	\$ -	\$ -	2-76-1000-110-11-829	Approved at the 5/10/22 State Board Meeting
443-1-055-202-211-09	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA	\$ 711	\$ -	\$ 711	\$ -	\$ -	2-76-1000-220-11-829	Approved at the 5/10/22 State Board Meeting
443-1-056-202-211-09	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	UNEMPLOYMENT	\$ 9	\$ -	\$ 9	\$ -	\$ -	2-76-1000-250-11-829	Approved at the 5/10/22 State Board Meeting
443-1-057-202-211-09	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	WORK COMP	\$ 23	\$ -	\$ 23	\$ -	\$ -	2-76-1000-260-11-829	Approved at the 5/10/22 State Board Meeting
443-1-058-202-211-09	Eligible	Direct Allocation	Psychological Counseling Services	Additional Compensation	12. Addressing learning loss among students, including vulnerable populations	Covid had a detrimental affect on the student body. This is an additional stipend to develop and train other District staff in SEL strategies to address student mental health needs. Staff assisted buildings in the MTSS process as it relates to SEL by incorporating researched based instructional strategies and interventions that support Tier 2 and Tier 3 students in SEL.	\$ 25,717	\$ -	\$ 25,717	\$ -	\$ -	2-76-2143-150-00-000	Approved at the 5/10/22 State Board Meeting
443-1-059-202-211-09	Eligible	Direct Allocation	Psychological Counseling Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA	\$ 1,793	\$ -	\$ 1,793	\$ -	\$ -	2-76-2143-220-00-000	Approved at the 5/10/22 State Board Meeting

443-1-060-202-211-09	Eligible	Direct Allocation	Psychological Counseling Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	UNEMPLOYMENT	\$ 22	\$ -	\$ 22	\$ -	\$ -	2-76-2143-250-00-000	Approved at the 5/10/22 State Board Meeting
443-1-061-202-211-09	Eligible	Direct Allocation	Psychological Counseling Services	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	WORK COMP	\$ 40	\$ -	\$ 40	\$ -	\$ -	2-46-2143-260-00-000	Approved at the 5/10/22 State Board Meeting
443-1-062-202-211-09	Eligible	Direct Allocation	Improvement of Instruction Services	Instructional Services	12. Addressing learning loss among students, including vulnerable populations	CONTRACTED SERVICES 613 This is the exact same training as line items 70 & 75. It all occurred at the same time. There were three different groups of people (Certified, Classified and SPED employees from our local Coop) Therefore we need to pay it out of three different accounts.	\$ 228,765	\$ -	\$ 114,383	\$ 114,383	\$ -	2-76-2210-322-00-613	Approved at the 5/10/22 State Board Meeting
443-1-063-202-211-09	Eligible	Direct Allocation	Instructional Staff Training Services	Books and Periodicals	12. Addressing learning loss among students, including vulnerable populations	We are requesting approval of ESSER 3 funds to purchase science of reading materials and training to address learning loss, focus on research based and developmentally appropriate literacy instruction, and increase student growth in literacy. We are requesting authorization to use ESSER funds to purchase LETRS (Language Essentials for Teachers of Reading and Spelling) a flexible literacy professional learning tool for PreK-12th grade teachers. LETRS provides teachers with research, depth of knowledge, and skills to make a significant improvement in the literacy and language development of every student. In order for district staff to be trained in this program training manuals needed to be purchased for the teachers.	\$ 45,980	\$ -	\$ 45,980	\$ -	\$ -	2-76-2213-640-00-000	Approved at the 5/10/22 State Board Meeting. LETRS training is an approved program that KSDE
443-1-064-202-211-09	Eligible	Direct Allocation	Instructional Compensation	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Previously approved on ESSER III application Retention pay will be paid to all USD 443 staff, both certified and classified, employed with the district by the first day of School, August 18, 2022 and be a current employee when retention pay is paid. With a significant number of vacancies across both academic and support areas, a retention stipend is needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. This request for incentive pay will be taken to the USD 443 Board of Education for approval at the June 2022 board meeting. USD 443 Staff will be notified of the retention pay once approved by the USD 443 Board of Education and KSDE.	\$ 299,153	\$ -	\$ 299,153	\$ -	\$ -	76-1000-154-XX-110	New Line Item

443-1-065-202-211-09	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Fica Retention Pay	\$ 22,885	\$ -	\$ 22,885	\$ -	\$ -	76-1000-220-XX-XXX	New Line Item
443-1-066-202-211-09	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Unemployment Retention Pay	\$ 389	\$ -	\$ 389	\$ -	\$ -	76-1000-250-XX-XXX	New Line Item
443-1-067-202-211-09	Eligible	Direct Allocation	Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Work Comp Retention Pay	\$ 269	\$ -	\$ 269	\$ -	\$ -	76-1000-260-XX-XXX	New Line Item
443-1-068-202-211-09	Eligible	Direct Allocation	Supervision of Improvement of Instruction Services	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Previously approved on ESSER III application Retention pay will be paid to all USD 443 staff, both certified and classified, employed with the district by the first day of School, August 18, 2022 and be a current employee when retention pay is paid. With a significant number of vacancies across both academic and support areas, a retention stipend is needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. This request for incentive pay will be taken to the USD 443 Board of Education for approval at the June 2022 board meeting. USD 443 Staff will be notified of the retention pay once approved by the USD 443 Board of Education and KSDE.	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	76-2211-154-XX-110	New Line Item



443-1-069-202-211-09	Eligible	Direct Allocation	Supervision of Improvement of Instruction Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line - Fica Retention Pay	\$ 918	\$ -	\$ 918	\$ -	\$ -	76-2211-220-XX-XXX	New Line Item
443-1-070-202-211-09	Eligible	Direct Allocation	Supervision of Improvement of Instruction Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Unemployment Retention Pay	\$ 16	\$ -	\$ 16	\$ -	\$ -	76-2211-250-XX-XXX	New Line Item
443-1-071-202-211-09	Eligible	Direct Allocation	Supervision of Improvement of Instruction Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Work Comp Retention Pay	\$ 11	\$ -	\$ 11	\$ -	\$ -	76-2211-260-XX-XXX	New Line Item
443-1-072-202-211-09	Eligible	Direct Allocation	Support Services - Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Previously approved on ESSER III application Retention pay will be paid to all USD 443 staff, both certified and classified, employed with the district by the first day of School, August 18, 2022 and be a current employee when retention pay is paid. With a significant number of vacancies across both academic and support areas, a retention stipend is needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. This request for incentive pay will be taken to the USD 443 Board of Education for approval at the June 2022 board meeting. USD 443 Staff will be notified of the retention pay once approved by the USD 443 Board of Education and KSDE.	\$ 10,800	\$ -	\$ 10,800	\$ -	\$ -	76-2200-154-XX-110	New Line Item
443-1-073-202-211-09	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Fica Retention Pay	\$ 826	\$ -	\$ 826	\$ -	\$ -	76-2200-220-XX-XXX	New Line Item

443-1-074-202-211-09	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Unemployment Retention Pay	\$ 14	\$ -	\$ 14	\$ -	\$ -	76-2200-250-XX-XXX	New Line Item
443-1-075-202-211-09	Eligible	Direct Allocation	Support Services - Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Work Comp Retention Pay	\$ 10	\$ -	\$ 10	\$ -	\$ -	76-2200-260-XX-XXX	New Line Item
443-1-076-202-211-09	Eligible	Direct Allocation	Guidance Services	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Previously approved on ESSER III application Retention pay will be paid to all USD 443 staff, both certified and classified, employed with the district by the first day of School, August 18, 2022 and be a current employee when retention pay is paid. With a significant number of vacancies across both academic and support areas, a retention stipend is needed to retain staff or class sizes will increase and the system will experience a loss of support to the education process. This request for incentive pay will be taken to the USD 443 Board of Education for approval at the June 2022 board meeting. USD 443 Staff will be notified of the retention pay once approved by the USD 443 Board of Education and KSDE.	\$ 9,600	\$ -	\$ 9,600	\$ -	\$ -	76-2120-154-XX-110	New Line Item
443-1-077-202-211-09	Eligible	Direct Allocation	Guidance Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Fica Retention Pay	\$ 734	\$ -	\$ 734	\$ -	\$ -	76-2120-220-XX-XXX	New Line Item

443-1-078-202-211-09	Eligible	Direct Allocation	Guidance Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Unemployment Retention Pay	\$ 12	\$ -	\$ 12	\$ -	\$ -	76-2120-250-XX-XXX	New Line Item
443-1-079-202-211-09	Eligible	Direct Allocation	Guidance Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item - Work Comp Retention Pay	\$ 8	\$ -	\$ 8	\$ -	\$ -	76-2120-260-XX-XXX	New Line Item

**Kansas CommonApp (2020)**

3353-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



# 453\_Leavenworth\_ESSERII\_Cha

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## Applicant details

##Thank you for creating a User Profile for the Kansas CommonApp!## ###Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.###

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Leavenworth USD 453

**Applicant / Mailing Address**

PO Box 969  
Leavenworth, KS 66048

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

**Applicant / Email Address of Owner, CEO, or Executive Director** beth.mattox@lvpioneers.org

**Applicant / Phone Number** 9136841400

###All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.### (for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

**Applicant / Federal EIN (if applicable)** 486034016

**Applicant / Website Address (if applicable)** www.usd453.org

**Applicant / W9 or Year-end Financial Statement (if applicable)** [Download Form W-9](#)

PDF	<a href="#">USD 453 FORM W9.pdf (68 KiB download)</a>
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## Application details

Full District Name Leavenworth

District Number	453
Mailing Address   Street Address	200 N 4th Street
Mailing   City	Leavenworth
Mailing Address   Zip Code	66048
Authorized Representative of the District   Name	Beth Mattox
Authorized Representative of the District   Position or Title	Chief Financial Officer
Authorized Representative of the District   Email Address	beth.mattox@lvpioneers.org
Authorized Representative of the District   Phone Number	+19136841400
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.

Leavenworth USD 453 has analyzed a number of areas related to the impact of COVID-19. With regard to learning loss, the district has compared data sets from district benchmark assessments based on race/ethnicity, free/reduced lunch status, attendance, and other factors to examine areas of particular emphasis. As such, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments compared to those peers with good attendance (529 students fell into the category of having attendance concerns based on missing 10% or more of school days in 2020-21 at the time the data was pulled).

As well, the emotional impact was measured with the implementation of SAEBRS Social-Emotional screening during the 2020-21 school year. According to the SAEBRS teacher rating scale, 22.7% of students scored in the 'some risk' category. Of these students, the greatest concern was in the emotional area with the lowest level of concern being in the academic area of the assessment. According to the MySAEBRS student rating scale, 39.8% of students scored in the 'some risk' category.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	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 others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. Providing mental health services and supports. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. Developing strategies and implementing public health protocols for the reopening and operation of school facilities. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency. **Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

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

We are taking a STEM camp approach for our grades K-8 and a college schedule for earning credits for our 9-12 students. The goals for this program is to stop or greatly decrease the impact of summer slide, help our remote students adjust to in person instruction again, and allow opportunities for hands-on and social interactions that were limited this year.

We will provide student transportation services.

Purchase learning materials for students with learning loss.

Hire 6 elementary teachers, 1 kindergarten teacher, 1 early education interventionist, and 1 MTSS Specialist to accurately assess students' academic progress and provide differentiated classroom instruction to meet students' academic needs.

Hire 1 Extended Learning Program Director to manage all activities related to planning, implementing and monitoring summer learning and supplemental after school programs.

Hire 5 social workers or counselors to provide information connect families to community resources, manage chronic student absenteeism.

Hire 1 ESSER Technology Implementation Coordinator to review and analyze student assessment data for students' academic progress.

Hire 1 ESSER Student Database Applications technician to track chronic student absenteeism.

Hire 8 middle and high school teachers to address and target learning loss in subject areas in which students have fallen

behind.

Professional development on addressing chronic absenteeism, improving instruction initiatives and tiered interventions.

Purchase cameras for student transportation for student contact tracing.

Premium pay for employees with increased duties delivering educational services above the normal duty day.

Premium pay for employees with increased duties supporting educational services above normal duty day.

Upgrade HVAC control system for better outside air circulation.

Replace HVAC roof top unit for better outside air circulation and filtering.

Purchase sanitizer, cleaning supplies and solutions to mitigate the virus.

Contract 2 special education teachers

Payment of substitute teacher salaries

Purchase software for teachers to provide lessons and assignments to students

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

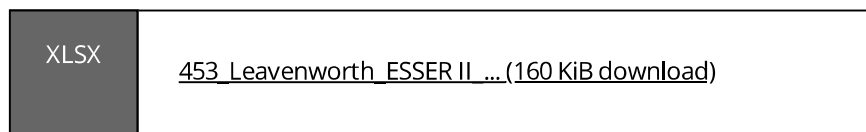
The district will determine the impact of its ESSER dollars by comparing the 2021 Fall BAS scores for our K-6 students as compared to the 2020 data to determine if the learning loss was as great. Our high school will track credits completed to monitor if we are increasing the number of students on track to graduate with their peers.

Our district is transitioning our diagnostic screener from iReady to Fast Bridge this August. We anticipate a decrease in chronic student absenteeism rate.

We will create and implement intervention resources and lessons based on SAEBRS identified areas of need and anticipate a decrease in percentage of students in some risk category of SAEBRS.

**### Notes on ESSER II application Excel template: ###** *Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.* Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER 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	Beth Mattox
Date	09/02/2022

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USD	District Name	Data as of
453	Leavenworth	10/10/2022

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
453-1-001-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request-Summer Camp to help remote students adjust to in person instruction again, small group instruction targeted to address learning loss, hands-on and social interactions payment of salaries to 50 employees	\$ 409,963	\$ -	\$ 278,231	\$ 131,732	\$ -	35-1000-0128-00-0000	Change Request: Previously approved for \$268,225 at the 2/2022 State Board. Previously approved for \$387,855 SFY 2022. Original reviewer notes: June 7 - July 30, 2021, Monday-Friday, 8:00 am -2:30 pm, approximately 250 K-12 students. Enrichment Activities: Field Trips, Outdoor Challenges, Robotics Coding, Obstacle Courses, Culinary Challenges, Service Learning, Fine Arts, Team Challenges, Guest Speakers. Summer Camp Student Schedule: 8:00-8:30 am Arrival and Breakfast, 8:30-8:45 am Soft Start Transition, 8:45 - 12:15 pm Whole Group Lesson/Math Small Group/PBL Lab Builds/Reading Small Group/Enrichment Activity 12:15-12:45 pm Lunch, 12:45-2:30 pm Whole Group Lesson/Math Small Group/Reading Small Group/Enrichment Activity, 2:30-2:45 pm Dismissal
453-1-002-20221109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request-Summer Camp to help remote students adjust to in person instruction again, small group instruction targeted to address learning loss, hands-on and social interactions payment of salaries to 40 employees	\$ 214,643	\$ -	\$ 125,777	\$ 88,865	\$ -	35-1000-0123-00-0000	Change Request: Previous approved for \$126,606 SFY2022. 2/8/22 State Board see line 001.
453-1-003-20221109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request-Payment of social security tax for employees working Summer Camp	\$ 53,861	\$ -	\$ 36,924	\$ 16,936	\$ -	35-1000-0220-00-0000	Change Request: Previous approved for \$38,500 SFY2022. 2/8/22 State Board
453-1-004-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request-6 elementary teachers x \$45,000 for 1st & 2nd grade to address literacy learning loss, 1 elementary teacher for Kindergarten x \$45,000 for small group instruction	\$ 174,558	\$ -	\$ 174,558	\$ -	\$ -	35-1000-0115-00-0000	Change Request: Previously approved for \$333,000SFY 2022. 2/8/22 State Board.
453-1-005-20221109	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request-Payment of employee benefits, social security tax for 7 employees	\$ 95,068	\$ -	\$ 84,407	\$ 10,661	\$ -	35-1000-0220-00-0000	Change Request: Previously approved for \$103,000 SFY 2022. 2/8/22 State Board.

453-1-006-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse payment of salaries to staff working additional hours above normal duty day required to plan, prepare, and deliver educational services through a mix of in-person and remote and hybrid student attendance situations 260 teachers x 8 hours x 13 months x \$30 per hour	\$ 811,200	\$ 811,200	\$ -	\$ -	\$ -	35-1000-0115-00-0000	Approved at the 2/8/2022 State Board. Was changed to Reimbursement 6/9/2021 State Board SFY 2021. Original Reviewer notes: the request is for reimbursement of funds expended. Please consider our staff efforts addressing learning loss among students. As a whole, certified staff and administrators, in addition to support staff, worked diligently as a district resource to develop, implement, and sustain learning when traditional in-person classroom delivery was not possible. This particular expense did not occur through a purchase to a third party or curriculum and assessment vendor, but utilizing the above-and-beyond efforts available at each of our school sites. The nature of this work to minimize and address learning loss included: 1)Efforts to learn, utilize, and connect students and families to educational delivery models that had not been previously leveraged or relied upon to the magnitude that was required via distance education, or remote learning situations, including Zoom, SeeSaw, Google Classroom, etc. Significant time outside of the hours of the normal duty day was spent by staff to adapt physical curriculum and textbook resources to adapt to a variety of online modalities. This required one-one-one communications with student households on a regular basis, specifically for those of low-income students and/or technology and educational barriers that could result in additional learning loss without an advocate in the home to lead and sustain student learning and engagement. - 2)Additional communication and outreach was required on a weekly basis to track student attendance and follow-up with students on missed class periods or to provide assistance and technical support with upload and digital sharing of completed course work. Home contact occurred frequently outside of the hours of the normal duty day. -3)Research, planning and facilitation of new and dynamic ways to connect with families outside of daily class work, to provide uninterrupted support from school to home and ensure that students were receiving social-emotional support. -4)The whole of these efforts were greater than pre-pandemic assigned roles and responsibilities and traditional teaching and learning structures, and required staff working additional hours above normal duty day and coordination when in-person collaboration amongst individuals, departments, schools, and district administration, was limited and/or not possible. Learning loss would have been greater from March 2020 thru May 2021 had it not been for the willingness and shared responsibility of Kansas educators, specifically in Leavenworth, to work beyond the scope of a typical duty day to take the state's expectation for Navigating Change
453-1-007-20221109	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse payment of social security tax for staff working additional hours above normal duty day required to plan, prepare, and deliver educational services	\$ 64,900	\$ 64,900	\$ -	\$ -	\$ -	35-1000-0220-00-0000	Approved at the 2/8/2022 State Board. Changed to Reimbursement at the 6/9/2021 State Board Meeting SFY 2021. See line006
453-1-008-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request-1 MTSS Reading & Math Specialist K-12 to provide Tier 2 & Tier 3 interventions based on assessments of learning loss, 1 Early Education Interventionist x \$45,000 for early education to improve phonics and vocabulary skills, provide differentiated instruction to meet students' academic needs	\$ 120,607	\$ -	\$ 120,607	\$ -	\$ -	35-1000-0115-00-0000	Change Request: Previously approved for \$68,000 SFY 2022 at the 2/8/22 StateBoard.
453-1-009-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request-1 Extended Learning Program Director to manage planning, implementing and monitoring summer learning and supplemental after school programs	\$ 140,315	\$ -	\$ 74,815	\$ 65,500	\$ -	35-1000-0115-00-0000	Change Request: Previously approved for \$72,700 SFT 2022 at the 2/8/22 State Board. See line 10.
453-1-010-20221109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Change Request-Payment of employee benefits, social security tax for 1 employee	\$ 32,202	\$ -	\$ 26,782	\$ 5,420	\$ -	35-1000-0220-00-0000	Change Request: Previously approved for \$12,700 SFY 2022 at the 2/8/22 State Board.
453-1-011-20221109	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Change Request-Payment of salaries to staff working supplemental after school programs, small group instruction targeted to address learning loss	\$ 8,527	\$ -	\$ 8,527	\$ -	\$ -	35-1000-0123-00-0000	Change Request: Previously approved for \$59,998 SFY 2022 at the 2/8/22 State Board.
453-1-012-20221109	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Change Request-Payment of social security tax for staff working supplemental after school programs	\$ 7,855	\$ -	\$ 7,855	\$ -	\$ -	35-1000-0220-00-0000	Change Request: reviously approved for \$7,200 SFY 2022 at the 2/8/22 State Board.

453-1-013-20221109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-5 social workers or counselors x \$55,000 to provide information and connect families to community resources and manage chronic student absenteeism	\$ 113,176	\$ -	\$ 113,176	\$ -	\$ -	35-2120-0115-00-0000	Change Request: Previously approved for \$185,013 SFY 2022 at the 2/8/22 State Board. Original Reviewer notes: "With regard to learning loss, the district has compared data sets from district benchmark assessments based on race/ethnicity, free/reduced lunch status, attendance, and other factors to examine areas of particular emphasis. As such, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments...." (emphasis added)
453-1-014-20221109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of employee benefits, social security tax for 5 employees	\$ 12,156	\$ -	\$ 12,156	\$ -	\$ -	35-2120-0220-00-0000	Change Request: Previously approved for \$36,300 SFY 2022 at the 2/8/22 State Board
453-1-015-20221109	Eligible	Direct Allocation	Student Transportation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Change Request-Payment of student transportation to summer learning program	\$ 165,867	\$ -	\$ 113,108	\$ 52,759	\$ -	35-2700-0513-00-0000	Change Request: Previously approved for \$113,108 SFY 2022 at the 2/8/22 State Board. Per applicant, Yes, our original estimate for transportation was too low. Our actual cost for transportation = \$113,108.
453-1-016-20221109	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request-1 ESSER Technology Implementation Coordinator to review and analyze student assessment data for students' academic progress, to strategically support staff and students using technology more for education, to strategically plan for additional technology platforms and products to address learning loss	\$ 73,890	\$ -	\$ 73,890	\$ -	\$ -	35-2640-0121-00-0000	Change Request: Previously Approved for \$72,000 SFY 2022
453-1-017-20221109	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request-1 ESSER Student Database Applications technician to track chronic student absenteeism, track student academic progress to assist teachers in meeting student academic needs	\$ 22,208	\$ -	\$ 22,208	\$ -	\$ -	35-2640-0123-00-0000	Change Request: Previously approved for \$36,815 SFY 2022 at the 2/8/22 State Board. Original Reviewer notes: Request added per applicant's direction. Per narrative, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments compared to those peers with good attendance (529 students fell into the category of having attendance concerns based on missing 10% or more of school days in 2020-21 at the time the data was pulled).
453-1-018-20221109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request-Payment of employee benefits, social security tax for 2 employees	\$ 7,682	\$ -	\$ 7,682	\$ -	\$ -	35-2640-0220-00-0000	Change Request: Previously approved for \$17,000 for SFY 2022 at the 2/8/22 State Board
453-1-019-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request-8 middle and high school teachers x \$55,000 for math, english language arts, foreign language, business, credit recovery and english learners to address and target learning loss in subject areas in which middle and high school students have fallen behind	\$ 361,582	\$ -	\$ 355,694	\$ 5,888	\$ -	35-1000-0115-00-0000	Change Request: Previously approved for \$437,042 SFY 2022 at the 2/8/22 State Board

453-1-020-20221109	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of salaries to substitute teachers necessary due to staff members being quarantined	\$ 30,000	\$ -	\$ 13,403	\$ 16,598	\$ -	35-1000-0118-00-0000	Change Request: Previously Approved for \$30,000 SFY 2022 at the 2/8/2022 State Board.
453-1-021-20221109	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	Change Request-1 COVID Contact Tracer to inform students and parents when identified for quarantine when identified as a close contact	\$ 15,410	\$ -	\$ 15,410	\$ -	\$ -	35-2120-0123-00-0000	Change Request: Previously approved for \$28,607 SFY 2022
453-1-022-20221109	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-1 social worker to provide information and connect families to community resources and manage chronic student absenteeism	\$ 102,866	\$ -	\$ 95,694	\$ 7,172	\$ -	35-2120-0322-00-0000	Change Request: Previously approved for \$85,000 SFY 2022 . Per narrative, Leavenworth USD 453 has analyzed a number of areas related to the impact of COVID-19. With regard to learning loss, the district has compared data sets from district benchmark assessments based on race/ethnicity, free/reduced lunch status, attendance, and other factors to examine areas of particular emphasis. As such, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments compared to those peers with good attendance (529 students fell into the category of having attendance concerns based on missing 10% or more of school days in 2020-21 at the time the data was pulled).
453-1-023-20221109	Eligible	Direct Allocation	Instruction	Other Purchased Services	11A. Planning and implementing summer learning or enrichment programs	Change Request-Payment of indistrict mileage reimbursement to Extended Learning Program Director	\$ 3,000	\$ -	\$ 1,500	\$ 1,500	\$ -	35-1000-0581-00-0000	Change Request: previously approved for \$1,500 SFY 2022 . See Row 24
453-1-024-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Purchased Services	12. Addressing learning loss among students, including vulnerable populations	Change Request-Payment of indistrict mileage reimbursement to ESSER Technology Implementation Coordinator	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	35-2640-0581-00-0000	Change Request: previously approved for \$1,500 SFY 2022 . See Row 31
453-1-025-20221109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Change Request-Purchasing additional learning materials for Summer Camp students with learning loss	\$ 15,367	\$ -	\$ 10,367	\$ 5,000	\$ -	35-1000-0611-00-0000	Change Request: previously approved for \$8,726 SFY 2022 .
453-1-026-20221109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Change Request-Payment of professional development on addressing chronic absenteeism, purchasing kits to implement intense interventions	\$ 11,958	\$ -	\$ 11,958	\$ -	\$ -	35-1000-0611-00-0000	Change Request: previously approved for \$12,167 SFY 2022 .
453-1-027-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request-Purchasing additional sanitizer, cleaning supplies and solutions to mitigate the virus within school buildings	\$ 22,657	\$ -	\$ 19,406	\$ 3,251	\$ -	35-2600-0617-00-0000	Change Request: previously approved for \$16,171 SFY 2022 .
453-1-028-20221109	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Change Request-Payment of professional development on improving instruction initiatives and tiered interventions for students with learning loss	\$ 83,344	\$ -	\$ 52,236	\$ 31,107	\$ -	35-1000-0322-00-0000	Change Request: previously approved for \$62,500 SFY 2022 .

453-1-029-20221109	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	Change Request-Purchase 15 cameras for student transportation for contact tracing of students who are identified as a close contact	\$ 30,198	\$ -	\$ 30,198	\$ -	\$ -	35-2600-0610-00-0000	Change Request: previously approved for \$30,198 SFY 2022 .
453-1-030-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties delivering educational services above normal duty day \$20 per day x 97 days	\$ 473,145	\$ -	\$ 465,465	\$ 7,680	\$ -	35-1000-0115-00-0000	Change Request: previously approved for \$499,895 SFY 2022 .
453-1-031-20221109	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-Premium pay during the spring semester of the 2021-2022 school year for the increased duties delivering educational services above normal duty day \$10 per day x 97 days	\$ 58,865	\$ -	\$ 58,865	\$ -	\$ -	35-1000-0123-00-0000	Change Request: previously approved for \$102,388SFY 2022 . See Row 47.
453-1-032-20221109	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	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 18,365	\$ -	\$ 18,365	\$ -	\$ -	35-2100-0123-00-0000	Change Request: previously approved for \$22,590SFY 2022 . See Row 47.
453-1-033-20221109	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	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 2,823	\$ -	\$ 2,823	\$ -	\$ -	35-2120-0123-00-0000	Change Request: previously approved for \$7,530 SFY 2022 . See Row 47.
453-1-034-20221109	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties delivering educational services above normal duty day \$20 per day x 97 days	\$ 55,080	\$ -	\$ 54,390	\$ 690	\$ -	35-2120-0115-00-0000	Change Request: previously approved for \$53,785 SFY 2022 . See Row 47.
453-1-035-20221109	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	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 6,317	\$ -	\$ 6,317	\$ -	\$ -	35-2130-0124-00-0000	Change Request: previously approved for \$21,514 SFY 2022 . See Row 47.
453-1-036-20221109	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 3,730	\$ -	\$ 3,730	\$ -	\$ -	35-2210-0112-00-0000	Change Request: previously approved for \$8,898 SFY 2022 . See Row 47.
453-1-037-20221109	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties delivering educational services above normal duty day \$20 per day x 97 days	\$ 11,880	\$ -	\$ 11,540	\$ 340	\$ -	35-2220-0115-00-0000	Change Request: previously approved for \$12,561 SFY 2022 . See Row 47.

453-1-038-20221109	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	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 2,430	\$ -	\$ 2,430	\$ -	\$ -	35-2220-0123-00-0000	Change Request: previously approved for \$4,711 SFY 2022 . See Row 47.
453-1-039-20221109	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	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 1,880	\$ -	\$ 1,880	\$ -	\$ -	35-2320-0111-00-0000	Change Request: previously approved for \$9,276 SFY 2022 . See Row 47.
453-1-040-20221109	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	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 1,715	\$ -	\$ 1,715	\$ -	\$ -	35-2320-0123-00-0000	Change Request: previously approved for \$3,167 SFY 2022 . See Row 47.
453-1-041-20221109	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	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 1,950	\$ -	\$ 1,950	\$ -	\$ -	35-2320-0126-00-0000	Change Request: previously approved for \$3,620 SFY 2022 . See Row 47.
453-1-042-20221109	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	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 5,380	\$ -	\$ 5,380	\$ -	\$ -	35-2330-0111-00-0000	Change Request: previously approved for \$3,845 SFY 2022 . See Row 47.
453-1-043-20221109	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	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 1,715	\$ -	\$ 1,715	\$ -	\$ -	35-2330-0123-00-0000	Change Request: previously approved for \$2,715 SFY 2022 . See Row 47.
453-1-044-20221109	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-Premium pay during the spring semester of the 2021-2022 school year for the increased duties delivering educational services above normal duty day \$20 per day x 97 days	\$ 26,440	\$ -	\$ 26,080	\$ 360	\$ -	35-2400-0112-00-0000	Change Request: previously approved for \$35,274 SFY 2022 . See Row 47.
453-1-045-20221109	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-Premium pay during the spring semester of the 2021-2022 school year for the increased duties delivering educational services above normal duty day \$10 per day x 97 days	\$ 12,245	\$ -	\$ 12,245	\$ -	\$ -	35-2400-0123-00-0000	Change Request: previously approved for \$12,394 SFY 2022 . See Row 47.
453-1-046-20221109	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 1,820	\$ -	\$ 1,820	\$ -	\$ -	35-2500-0111-00-0000	Change Request: previously approved for \$4,053 SFY 2022 . See Row 47.

453-1-047-20221109	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 1,730	\$ -	\$ 1,730	\$ -	\$ -	35-2500-0121-00-0000	Change Request: previously approved for \$2,134 SFY 2022 . See Row 47.
453-1-048-20221109	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 2,520	\$ -	\$ 2,520	\$ -	\$ -	35-2500-0123-00-0000	Change Request: previously approved for \$4,481 SFY 2022 . See Row 47.
453-1-049-20221109	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 1,740	\$ -	\$ 1,740	\$ -	\$ -	35-2520-0111-00-0000	Change Request: previously approved for \$4,267 SFY 2022 . See Row 47.
453-1-050-20221109	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 1,950	\$ -	\$ 1,950	\$ -	\$ -	35-2520-0121-00-0000	Change Request: previously approved for \$2,134 SFY 2022 . See Row 47.
453-1-051-20221109	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 795	\$ -	\$ 795	\$ -	\$ -	35-2520-0123-00-0000	Change Request: previously approved for \$1,707 SFY 2022 . See Row 47.
453-1-052-20221109	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 1,680	\$ -	\$ 1,680	\$ -	\$ -	35-2820-0126-00-0000	Change Request: previously approved for \$2,560 SFY 2022 . See Row 47.
453-1-053-20221109	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-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 1,980	\$ -	\$ 1,980	\$ -	\$ -	35-2600-0121-00-0000	Change Request: previously approved for \$2,975 SFY 2022 . See Row 47.
453-1-054-20221109	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-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 855	\$ -	\$ 855	\$ -	\$ -	35-2600-0123-00-0000	Change Request: previously approved for \$1,489 SFY 2022 . See Row 47.
453-1-055-20221109	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-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 46,135	\$ -	\$ 46,135	\$ -	\$ -	35-2600-0131-00-0000	Change Request: previously approved for \$44,637 SFY 2022 . See Row 47.



453-1-056-20221109	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-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 5,475	\$ -	\$ 5,475	\$ -	\$ -	35-2610-0135-00-0000	Change Request: previously approved for \$4,464 SFY 2022 . See Row 47.
453-1-057-20221109	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-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 3,640	\$ -	\$ 3,640	\$ -	\$ -	35-2640-0121-00-0000	Change Request: previously approved for \$5,207 SFY 2022 . See Row 47.
453-1-058-20221109	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-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 1,630	\$ -	\$ 1,630	\$ -	\$ -	35-2640-0123-00-0000	Change Request: previously approved for \$3,720 SFY 2022 . See Row 47.
453-1-059-20221109	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-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 8,565	\$ -	\$ 8,565	\$ -	\$ -	35-2640-0126-00-0000	Change Request: previously approved for \$11,903 SFY 2022 . See Row 47.
453-1-060-20221109	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	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	35-3100-0121-00-0000	Change Request: previously approved for \$2,767 SFY 2022 . See Row 47.
453-1-061-20221109	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	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 715	\$ -	\$ 715	\$ -	\$ -	35-3100-0123-00-0000	Change Request: previously approved for \$1,152 SFY 2022 . See Row 47.
453-1-062-20221109	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	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 17,430	\$ -	\$ 17,430	\$ -	\$ -	35-3100-0125-00-0000	Change Request: previously approved for \$12,680 SFY 2022 . See Row 47.
453-1-063-20221109	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	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 8,110	\$ -	\$ 8,110	\$ -	\$ -	35-3100-0126-00-0000	Change Request: previously approved for \$6,455 SFY 2022 . See Row 47.
453-1-064-20221109	Eligible	Direct Allocation	Community Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$20 per day x 97 days	\$ 1,880	\$ -	\$ 1,880	\$ -	\$ -	35-3300-0121-00-0000	Change Request: previously approved for \$1,076 SFY 2022 . See Row 47.

453-1-065-20221109	Eligible	Direct Allocation	Community Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Premium pay during the spring semester of the 2021-2022 school year for the increased duties supporting educational services above normal duty day \$10 per day x 97 days	\$ 8,575	\$ -	\$ 8,575	\$ -	\$ -	35-3300-0123-00-0000	Change Request: previously approved for \$1,076 SFY 2022 . See Row 47.
453-1-066-20221109	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 33,888	\$ -	\$ 33,381	\$ 507	\$ -	35-1000-0220-00-0000	Change Request: previously approved for \$48,182 SFY 2022 .
453-1-067-20221109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 6,193	\$ -	\$ 6,138	\$ 55	\$ -	35-2100-0220-00-0000	Change Request: previously approved for \$1,807 SFY 2022 .
453-1-068-20221109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 1,884	\$ -	\$ 1,884	\$ -	\$ -	35-2120-0220-00-0000	Change Request: previously approved for \$4,906 SFY 2022 .
453-1-069-20221109	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 991	\$ -	\$ 991	\$ -	\$ -	35-2130-0220-00-0000	Change Request: previously approved for \$1,721 SFY 2022 .
453-1-070-20221109	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 911	\$ -	\$ 911	\$ -	\$ -	35-2210-0220-00-0000	Change Request: previously approved for \$712 SFY 2022 .
453-1-071-20221109	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 959	\$ -	\$ 933	\$ 26	\$ -	35-2220-0220-00-0000	Change Request: previously approved for \$1,382 SFY 2022 .
453-1-072-20221109	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	Change Request-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 504	\$ -	\$ 504	\$ -	\$ -	35-2320-0220-00-0000	Change Request: previously approved for \$1,285 SFY 2022 .
453-1-073-20221109	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	Change Request-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 779	\$ -	\$ 779	\$ -	\$ -	35-2330-0220-00-0000	Change Request: previously approved for \$525 SFY 2022 .

453-1-074-20221109	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-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 4,239	\$ -	\$ 4,212	\$ 28	\$ -	35-2400-0220-00-0000	Change Request: previously approved for \$3,813 SFY 2022 .
453-1-075-20221109	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 790	\$ -	\$ 790	\$ -	\$ -	35-2500-0220-00-0000	Change Request: previously approved for \$854 SFY 2022 .
453-1-076-20221109	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 337	\$ -	\$ 337	\$ -	\$ -	35-2520-0220-00-0000	Change Request: previously approved for \$649 SFY 2022 .
453-1-077-20221109	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 112	\$ -	\$ 112	\$ -	\$ -	35-2820-0220-00-0000	Change Request: previously approved for \$204 SFY 2022 .
453-1-078-20221109	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-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 12,001	\$ -	\$ 12,001	\$ -	\$ -	35-2600-0220-00-0000	Change Request: previously approved for \$3,928 SFY 2022 .
453-1-079-20221109	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-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 2,065	\$ -	\$ 2,065	\$ -	\$ -	35-2640-0220-00-0000	Change Request: previously approved for \$1,677 SFY 2022 .
453-1-080-20221109	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 7,533	\$ -	\$ 7,533	\$ -	\$ -	35-3100-0220-00-0000	Change Request: previously approved for \$1,844 SFY 2022 .
453-1-081-20221109	Eligible	Direct Allocation	Community Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-Payment of social security tax for premium pay during the spring semester of the 2021-2022 school year	\$ 808	\$ -	\$ 808	\$ -	\$ -	35-3300-0220-00-0000	Change Request: previously approved for \$172 SFY 2022 .
453-1-082-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Change Request-Improvements to the controls and distribution of fresh air from the main air supply equipment in the board office HVAC system, our board office hosts students and community meetings	\$ 37,500	\$ -	\$ 4,402	\$ 33,098	\$ -	35-2600-0460-00-0000	Change Request: previously approved for \$37,500 SFY 2022 .

453-1-083-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Change Request-Replace HVAC rooftop unit equipment in at Lawson elementary school to improve air circulation and filtering	\$ 55,623	\$ -	\$ -	\$ 55,623	\$ -	35-2600-0460-00-0000	Change Request: previously approved for \$55,623 SFY 2022 .
453-1-084-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Change Request-Replace stand-alone HVAC controls in at David Brewer elementary school to improve the indoor air quality with control of set-points or dampers effectively	\$ 68,000	\$ -	\$ 12,789	\$ 55,211	\$ -	35-2600-0460-00-0000	Change Request: previously approved for \$68,000 SFY 2022 .
453-1-085-20221109	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Change Request-Improvement to the controls in classrooms at Leavenworth High School to improve the indoor air quality with control of set-points or dampers effectively	\$ 38,400	\$ -	\$ 9,670	\$ 28,730	\$ -	35-2600-0460-00-0000	Change Request: previously approved for \$38,400 SFY 2022 .
453-1-086-20221109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Change Request-Purchasing AVID Center, Learning A-Z to address and target student learning loss based on assessments and provide differentiated instruction to meet students' academic needs	\$ 40,625	\$ -	\$ 40,625	\$ -	\$ -	35-1000-0611-00-0000	Change Request: previously approved for \$16,000 SFY 2022 .
453-1-087-20221109	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request-payment of salaries for certified employees who are afflicted by COVID and has no remaining sick leave	\$ 75,000	\$ -	\$ 4,341	\$ 70,660	\$ -	35-1000-0115-00-0000	Change Request: previously approved for \$75,000 SFY 2022 .
453-1-088-20221109	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-payment of salaries for classified employees who are afflicted by COVID and has no remaining sick leave	\$ 14,000	\$ -	\$ 538	\$ 13,462	\$ -	35-1000-0123-00-0000	Change Request: previously approved for \$14,000 SFY 2022 .
453-1-089-20221109	Eligible	Direct Allocation	Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item-payment of workers compensation insurance premium	\$ 14,823	\$ -	\$ 14,823	\$ -	\$ -	35-1000-0260-00-0000	New Line Item
453-1-090-20221109	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	18. Any activity authorized by the Individuals with Disabilities Education Act.	New Item-2 special education teachers to instruct students with severe disabilities	\$ 95,520	\$ -	\$ 95,520	\$ -	\$ -	35-1000-0322-00-0000	New Line Item

453-1-091-20221109	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Item-purchasing Google Workspace for teachers to provide lessons and assignments to students, students complete and return assignments to teachers	\$ 15,990	\$ -	\$ 15,990	\$ -	\$ -	35-1000-0611-00-0000	New Line Item
453-1-092-20221109	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	New Item-Educator Perceptions and Insights Center educator engagement & retention reporting, classified staff engagement & retention reporting, to address employee shortages for the district	\$ 5,088	\$ -	\$ 5,088	\$ -	\$ -	35-1000-0689-00-0000	New Line Item

## 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	108	Washington Co. Schools	365	53%	\$ 583,937	\$ 583,937	100%	\$ 583,937.00	100%	\$ 1,599
2	231	Gardner Edgerton	5,687	31%	\$ 3,556,439	\$ 3,556,439	100%	\$ 3,556,439.00	100%	\$ 625
3	274	Oakley	418	42%	\$ 514,379	\$ 414,494	81%	\$ 414,494.00	100%	\$ 993
4	284	Chase County	344	38%	\$ 353,201	\$ 353,201	100%	\$ 353,201.00	100%	\$ 1,028
5	297	St Francis Comm Sch	269	51%	\$ 440,247	\$ 351,135	80%	\$ 351,135.00	100%	\$ 1,304
6	332	Cunningham	181	37%	\$ 173,487	\$ 173,487	100%	\$ 173,487.00	100%	\$ 961
7	339	Jefferson County North	433	32%	\$ 310,635	\$ 310,635	100%	\$ 310,635.00	100%	\$ 718
8	368	Paola	1,682	33%	\$ 2,585,305	\$ 2,585,305	100%	\$ 2,585,305.00	100%	\$ 1,537
9	374	Sublette	377	70%	\$ 663,438	\$ 614,967	93%	\$ 614,967.00	100%	\$ 1,633
10	375	Circle	1,894	28%	\$ 1,612,651	\$ 1,612,651	100%	\$ 1,612,651.00	100%	\$ 851
11	381	Spearville	315	24%	\$ 207,891	\$ 207,891	100%	\$ 207,891.00	100%	\$ 661
12	390	Hamilton	56	77%	\$ 123,791	\$ 123,791	100%	\$ 123,791.00	100%	\$ 2,230
13	399	Paradise	100	64%	\$ 324,378	\$ 269,367	83%	\$ 269,367.00	100%	\$ 2,694
14	402	Augusta	1,984	37%	\$ 2,192,381	\$ 2,144,516	98%	\$ 2,144,516.00	100%	\$ 1,081
15	434	Santa Fe Trail	968	45%	\$ 1,367,970	\$ 1,130,983	83%	\$ 1,130,983.00	100%	\$ 1,168
16	457	Garden City	6,921	67%	\$ 12,205,114	\$ 5,630,894	46%	\$ 5,630,894.00	100%	\$ 814
<b>Total</b>			<b>21,992</b>	<b>45%</b>	<b>\$ 27,215,244</b>	<b>\$ 20,063,693</b>	<b>74%</b>	<b>\$ 20,063,693</b>	<b>100%</b>	<b>\$ 912</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 D0108

**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>
Washington Co. Schools	101 West College, Washington, KS 66968	101 West College, Washington, KS 66968
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Denise O'Dea	dodea@usd108.org	(785) 325-2261

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Denise O'Dea	Superintendent	dodea@usd108.org	(785) 325-2261
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Amy Anderson	aanderson@usd108.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://www.usd108.org/article/817964>

## 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?

In the spring/summer of 2020, USD 108 school district officials began meeting with Washington County Health Department representatives and the Washington County health officer to plan for a safe return to school. Over the past 24 months USD108 has met regularly with county health officials as the caseloads for the county fluctuated and the impact on the school peaked and ultimately receded. Students and staff were fully masked for the 2020-21 school year. Mask restrictions were relaxed when caseloads would allow in the 2021-22 school year. USD 108 also worked closely with KSDE, Greenbush Service Center and our neighboring school districts to remain up-to-date on the guidance being offered related to safely operating in-person learning for the school year.

Upon the opening of the 2021-22 school year, school administrators, working with Washington County Health officials, kept the Board of Education updated with a monthly matrix of statistical data including community caseloads and caseloads in each of the buildings broken down by staff and students. Using this type of monitoring, schools and health officials were able to work together to quarantine students, families, classrooms and teams as necessary to mitigate viral spread. Decisions were made on a weekly and sometimes daily basis to quarantine students and families. USD 108 Washington County also implemented the "Testing to Stay and Play and Learn" protocol during the 2021-22 school year.

Funds were used to purchase equipment to sanitize and sterilize desks, furniture, classroom equipment, toys, playground equipment, rooms and doors on a daily basis targeting classrooms where the viral load was detected. Restrooms and drinking fountains were sanitized on the hour. Sterilizing wipes and hand sanitizer dispensers were placed at every entrance and throughout the buildings at strategic locations. Testing supplies were purchased to allow students to rapid test to remain in school and to keep athletic teams and school groups safe. Personal water bottles that could be sanitized each night were purchased for the elementary students.

We attribute our student success and our ability to remain open last year to following this guidance and we will continue to do so. All funds expended in ESSER III will be reviewed by our local education service center and KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

## 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 are a small district with 370 students. Eighty-three percent (83%) of our students are classified as white, thirteen percent (13%) of our students classified as Hispanic, and four (4%) of our students are classified "other". An analysis of our student achievement data on local, state and nationally normed assessments indicate our greatest needs are those students of Hispanic heritage along with students in poverty or ones considered learning below grade level. A high correlation exists between those two populations. Due to learning loss with Covid, we found that our Hispanic students were falling further behind due to lack of internet access at home and the fact that they might not be able to see teachers and the ELL staff on a daily basis.

The superintendent of schools with the building principal held separate focus groups with the student council representatives of Washington County Junior-Senior High School and Washington County Elementary School. Students were asked about their academic and social-emotional needs. 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 following supports received the most interest from our students:

- After school programs
- Summer school programs
- Counseling and social work services

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

### Families



The district conducted several community meetings to address the needs of our district as precipitated by Covid. The crowds were small but provided valuable information. Meetings were conducted on October 6, October 13, October 20, October 25 and October 26, 2021. As such, we have worked closely with our families in developing our ESSER support plan. Through these conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

- Additional space/classroom(s) to reduce numbers of students in each class
- Additional space/classrooms(s) to use with small group interventions
- Providing additional personnel for student support to mitigate of remediate learning loss
- Summer school programs
- Additional behavioral supports and interventions
- Academic support staff, especially in Reading.

You will see that these suggestions from parents are reflective in the plan we developed.

### **School and District Administrators including Special Education Administration**

Since we are a small district with a team of three administrators our planning is done at administrator meetings held monthly throughout the school year. We continually examine student data, discuss student needs and principals continually advocate for their students and buildings. Principals also provide input and guide their building level teams through discussion of strategies and school improvement plans that will impact their student achievement in a positive manner. Principals support summer school programs and the acquisition of resources for those programs and support all resources that can be provided so additional help as can be afforded. Principals also expressed support for continued professional development for teachers in LETRS training in order to help teachers learn the fundamentals of teaching reading.

The superintendent has discussed special education needs of students and staff with the cooperative special education director. In addition, special education teachers provided input with the regular education teachers through their building leadership teams. The ESSER funds for special education are under the direction of the Special Education Coop Director. For the use of district ESSER funds the Special Education director as indicated a need for additional social-emotional support and student technology.

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

Input from teachers and the teachers' union was solicited using two methods: a survey to all teachers; and by using our teacher-led district leadership team as a focus group. The development of our ESSER plan has been a collaborative effort and our plans are reflective of these various conversations. Teachers provided specific input to the District Leadership Team through their principals and teacher representatives on the District Leadership Team (DLT). Input from teachers and the teachers' union in indicated support for the following:

- After school programs
- Summer school programs
- Counseling and social work services
- Additional space/classroom(s) to reduce numbers of students in each class
- Additional space/classrooms(s) to use with small group interventions
- Providing additional personnel for student support to mitigate of remediate learning loss
- Additional behavioral supports and interventions
- Academic support staff, especially in Reading
- LETRS Training for Grades K-6

Teachers and the teachers' union were integral parts of developing our plan and their contributions are reflected in our plan based on their input.

### **Tribes**

Our school information system indicates that we do not have any students enrolled in the district who are connected to a tribe. The superintendent was unable to find any local organizations affiliated with Native American Tribes. However, USD 108 does have 8 students who identify as partial Native American/American Indian. Therefore, we have contacted these families directly to visit. These families shared that our district should use these funds as follows:

- After school programs
- Summer school programs
- Counseling and social work services
- Additional space/classrooms(s) to use with small group interventions
- Providing additional personnel for student support to mitigate or remediate learning loss
- Additional behavioral supports and interventions
- Academic support staff, especially in Reading

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

In order to meaningfully consult with Civil Rights Organizations in our school district, we first considered some internal strategies and action steps. To begin, we attempted to identify specific organizations within our school district boundaries. While we have no civil rights organizations or disability rights organizations within the school district, we directly consulted with and received some input from a few Civil Rights Organizations.

- We reached out to the Kansas Human Rights Commission and the Kansas Action for Children organization.
- Ruth Glover of the Kansas Human Rights Commission stated that this organization has not established guidance regarding ESSER III funding.
- John Wilson of KAC also mentioned retention pay for teachers and staff. Given this feedback, our plan reflects these considerations from this consultation.

### **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**

In reviewing our student information system, we confirmed we serve 60 children with disabilities, 25 English Language Learners, two (2) children experiencing homelessness; 0 children in foster care; 5 migratory students; 0 children who are incarcerated; and 86 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 and family members 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 classroom space to reduce class size and provide more one-on-one student teacher interaction
- Additional learning opportunities such as summer school and after-school programs
- Literacy development and support for students and teachers
- Social and emotions supports for students

Additionally, the district sought input for this plan from the district ELL coordinator. She recommended support for literacy development in decoding words, assigning meaning of text, building fluency, and focus on comprehension strategies. She advocated for building trust with families to help open the lines of communication between families and the schools. She also stated that incorporating diversity in the classrooms and providing resources for parents will help bridge the students, parents and the district would be a positive step. The Elementary Principal serves as the Title coordinator. The superintendent serves as the Homeless Liaison. Our input was reflected in the summer school and after school program development for these students. Both building level principals serve as the advocates for their students in foster care. Their suggestions included better outreach to foster families, and limiting foster families to those with school or district approval. Neither of these are within the scope of authority of the district. They supported social emotional support for these students throughout the school year and during summer with PowerZone and The Infinity Project (if possible). Also, it would be beneficial for students, particularly minority students who may be the first generation to consider post-secondary education, to have access to mentoring as they navigate things like scholarship applications and availability, school applications, tests that need to be taken (like the ACT,) FAFSAs, and other things that they may never have heard of prior to being in junior high or high school. We have no facilities in the district or county that serve incarcerated students. We have no current students who are incarcerated in county or city law enforcement facilities. Students with disabilities are served through the IEP process. Special education teachers in both buildings were contacted and asked what their students need to be more successful. Comments included extended school year and a need for fully licensed teachers in all buildings combined with fully staffed paraprofessional positions. The district is working closely with the Special Education Coop to improve salary and benefits in order to attract more teachers and paras to the special education classrooms.

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

Throughout the pandemic, we have engaged with our stakeholders to gain perspective on what they feel is needed to address the overall well-being of our students and to meet their academic and social emotional needs. Through these ongoing conversations, patrons expressed a desire for the schools to focus more effort on academic achievement and to reduce class size so more individual attention can be given to students.

Community engagement was done through Parent Teacher Conferences, community meetings during the fall of 2021 and during the monthly Board of Education meetings. During all of these venues, principals held open discussions about programs and student assessment results. The Board has held frank discussions on how to continue to educate the public and themselves on student achievement and to improve the culture of our district and community.

The district conducted several community meetings to address the needs of our district as precipitated by Covid. The crowds were small but provided valuable information. Meetings were conducted on October 6, October 13, October 20, October 25 and October 26, 2021. The highest community response was to build additional classrooms so our students would not have to be placed in such large numbers in small-sized classrooms. The classroom additions would allow for more recommended space between students and staff (6 feet distance). The next highest response was maintaining small class sizes to support learning loss and to maintain social distancing. This goes hand-in-hand with the building of additional classrooms. The next four levels supported the use of additional personnel, summer learning programs, additional behavior supports, and additional reading training for elementary staff.

### **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.**

The Washington County School District began the 2021 school year in session with no remote learning option, except for students who had to be quarantined for COVID illness. If possible, we wanted all of our students physically in school. The district only missed one day of school during the 2021-22 school year and that was due to winter weather. Generally, the district operated normally while implementing new procedures due to COVID.

We have an enrollment of 154 students in grades 7-12. Of those 154 students, 25 receive IEP services for special education and 26 are considered at-risk based on testing data. Based on the lack of data drawn from the analytical review of learner and educator results, that Washington County High School and Washington County Junior High School had steps to take to improve in the area of data collection. In 2021-2022 we purchased and began training staff on the use of Fast Bridge as a means of data collection. The implementation of Tiered Interventions will take place as well in the 2022-2023 school year. Our secondary data this year was complete and more abundant, but still needs work and there were still difficulties due to COVID-19. We were able to go back to our regular line schedule from previous school years which helped our kids get back some of the normalcy they had missed the previous school year. Moving forward we have a plan to address some of these difficulties and educational setbacks our students and staff experienced with a new Social Emotional curriculum, continued training and implementation of Fast Bridge, introduction of weekly PLC's, tiered interventions, and our increased attention to moving forward and building a strong culture at the WCJHHS.

At the elementary level (grades K-6) our Fast Bridge data and the Diagnostic test in I-Ready Math (grades K-6 and I-Ready Reading (grades 2-6) is used to monitor progress. In grades 2-6 we use eReading and aReading to monitor progress in ELA. For math, we use I-Ready Math and aMath.

The biggest notice of learning loss was with our FastBridge testing data. At the beginning of the 2020 school year, the district had numerous students who had reading skills above grade level. That was not the case in the 2021 school year where the district began with fewer students with reading skills above grade level. By the end of the school year, the ending data of 2021 was like that of 2020, but slightly lower.

The district did take steps to address social-emotional issues, however, this wasn't a bigger issue than in years prior. Basically, the district went to school, addressed COVID issues as they arose, and had a relatively normal school year.

The biggest concern that faced USD 108 Washington County Schools was the lack of space in classrooms. We had classrooms with up to 30+ students in them, not to mention the classroom teacher and maybe several special education para-professionals also housed within. The student load on the actual size of our classrooms was too much to ensure students would be able to keep a safe distance between them.

**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)**

Covid impacted the students of Washington County USD 108 in numerous ways. Students were out of school for approximately 6 months, a disproportionate amount of time. Most of our younger students were without adults in the home during the school day to assist with schoolwork and suffered from extensive learning loss. Approximately 13% of those students are raised by parents with no or very little English language skills. As a result, these students lost the opportunity to acquire language in addition to lost instruction in Reading and all other academic subjects. Local, state and national assessments indicate a dramatic need for additional instructional time, ELA instructional resources through summer school interventions, summer school interventions for at-risk students, smaller class sizes, and more idealized one-on-one help. Of the 375 students in USD 108, thirteen percent (13%) qualify as bilingual and fifty-two percent (52%) qualify as at-risk. As such, our ESSER III plan includes the following:

- Summer School
- Secondary at-risk instructor
- Elementary MTSS instructor
- LETRS training for staff
- Building addition to reduce class size - \$467,150

Evidence suggests these interventions will have a positive effect to mitigate learning loss caused by the COVID-19 pandemic. Krueger, A. B. (2002). Understanding the magnitude and effect of class size on student achievement. *The class size debate*, 7-35.

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed For Quick Review*, 77(6), 47-52. Retrieved from [https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND\\_MG1120.pdf](https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf)

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. Washington, DC. Author. Retrieved from <https://www.childtrends.org/wp-content/uploads/2009/09/2009-41WWSummerLearning.pdf>

Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. *Journal of Staff Development*, 34(6), 46-49. Retrieved from <https://learningforward.org/docs/defaultsource/jsddecember-2013/browne346.pdf?sfvrsn=2>

Sloan McCombs, J., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., & Brown Cross, A. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed for Quick Review*, 77(6), 47-52. Retrieved from <https://eric.ed.gov/?id=EJ978299>

Full text available from <https://www.wallacefoundation.org/knowledge-center/pages/making-summer-count-how-summer-programs-canboostchildrens-learning.aspx>

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

Due to COVID loss of learning, additional classroom spaces are needed to reduce class size, both for the health of the students and staff AND to provide more meaningful one-on-one individual help. Smaller class sizes afford the opportunity to provide this one-on-one time that is not available when there might be 30+ students in one classroom with one teacher. Our community spoke clearly that additional classrooms were needed to reduce class size and allow more space between students (to accommodate the recommended 6 feet as per Covid). USD 108's Construction and Capital Expenditure Prior Approval Request was submitted on May 3rd, 2022 and received approval for \$467,150 to be used to help construct 4 additional classrooms and 2 additional sets of restrooms at the elementary school.

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students, including our ELL population. Concentrated study in specific individualized areas for each student learning below grade level will be provided over the course of a 4-week summer school period. This intense extra time will help bridge the learning gap that our lowest achievers face. A total of \$12,359.99 has been allocated for summer school expenses.

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students in the course of a school day. Extra help that provides MTSS small group work will be beneficial to our lowest achieving students at the elementary level. A full-time person has been hired whose specific job is to provide this extra one-on-one support. A total of \$47,831.28 has been allocated for this at-risk person for school year 2022-23.

Due to COVID loss of learning, additional time is needed for our most at-risk students in grades 7-12. Extra help during the school day in the manner of a concerted at-risk program with additional MTSS help will work to provide this teaching and learning opportunity. A full-time at-risk person has been hired at the 7-12 level to provide this individual and small group instruction. However, based on community, staff, and student response, summer school for our 7-12 grade students is not a viable option and was not pursued. A total of \$47,674.41 has been allocated for a secondary at-risk instructor for the 2022-23 school year.

Due to COVID loss of learning, it has been determined that our elementary and some secondary staff need to be trained (or retrained) in the science of reading. All K-6 teachers and our at-risk personnel at the 7-12 building will be trained in LETRS. This intense training will last a period of 2 years and will involve much work outside of the classroom. In addition to paying for the actual training, each teacher who completes the LETRS training will receive a \$1200 stipend. The research is clear that the teacher in the classroom is the #1 factor impacting student achievement. As a result of that fact, USD 108 has reserved \$8,921 ESSER III funds to incentivize teachers to be trained in LETRS.

**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.

USD 108 has a well-developed school improvement process. Classroom teachers at the elementary school conduct formative assessments regularly to inform their instruction. The District Leadership team meets monthly to discuss student progress and individual student needs including social emotional needs presented by counselors and social workers. This type of data-based progress monitoring and decision making helps staff to evaluate student programs and student progress and to assess the effectiveness of select interventions for all subgroups of students: ELL, Migrant, at-risk, homeless, foster care and students demonstrating need for the RTI process prior to special education referral. This also acts as a type of programmatic evaluation.

Data on K-12 students currently enrolled in in-school intervention programs and summer programs is analyzed and monitored in a pretest and post-test manner using iReady. This process allows us to move students into and out of interventions based on their need and the changing content throughout the school year. Using this process adjusts to the interventions for individual students and programmatic changes can be made throughout the school year rather than waiting for the end of a grading period or the start of a new term.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$583,937	\$0	\$583,937	ESSER III Allocations	\$116,788
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$583,937	\$0	\$583,937	Amount Still Needed	\$116,788
In Review Total	\$583,937	\$0	\$583,937	In Review Total	\$116,788
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
108-3-0001	Direct	False	4500	720	13	\$467,149	Task Force Review
108-3-0002	Direct	True	2200	120	11A	\$2,777	Task Force Review
108-3-0003	Direct	True	2200	221	11A	\$172	Task Force Review
108-3-0004	Direct	True	2200	222	11A	\$40	Task Force Review
108-3-0005	Direct	True	2200	260	11A	\$3	Task Force Review
108-3-0006	Direct	True	1000	110	11A	\$8,694	Task Force Review
108-3-0007	Direct	True	1000	221	11A	\$539	Task Force Review
108-3-0008	Direct	True	1000	222	11A	\$126	Task Force Review
108-3-0009	Direct	True	1000	260	11A	\$9	Task Force Review
108-3-0010	Direct	True	2200	120	12	\$44,391	Task Force Review
108-3-0011	Direct	True	2200	221	12	\$2,752	Task Force Review
108-3-0012	Direct	True	2200	222	12	\$644	Task Force Review
108-3-0013	Direct	True	2000	260	12	\$44	Task Force Review
108-3-0014	Direct	True	1000	110	12	\$36,667	Task Force Review
108-3-0015	Direct	True	1000	210	12	\$8,166	Task Force Review
108-3-0016	Direct	True	1000	221	12	\$2,273	Task Force Review
108-3-0017	Direct	True	1000	222	12	\$531	Task Force Review
108-3-0018	Direct	True	1000	260	12	\$37	Task Force Review
108-3-0019	Direct	True	1000	110	4	\$8,923	Task Force Review

## Line Item Details

Line Item ID: 108-3-0001

**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**

West Elementary Addition

**Account Number**

2022-23 Addition

**Function Code**

4500 - New Building Acquisition and Construction

**Object Code**

720 - Buildings (Existing 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**

Due to COVID loss of learning, additional classroom spaces are needed to reduce class size, both for the health of the students and staff AND to provide more meaningful one-on-one individual help. Smaller class sizes afford the opportunity to provide this one-on-one time that is not available when there might be 30+ students in one classroom with one teacher. Our community spoke clearly that additional classrooms were needed to reduce class size and allow more space between students (to accommodate the recommended 6 feet as per Covid). USD 108's Construction and Capital Expenditure Prior Approval Request was submitted on May 3rd, 2022 and received approval for \$467,150 to be used to help construct 4 additional classrooms and 2 additional sets of restrooms at the elementary school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$467,149
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$467,149</u>

**Status**

Task Force Review

Line Item ID: 108-3-0002



**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 ESL &amp; Aide

**Account Number**

2022-23

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students, including our ELL population. Concentrated study in specific individualized areas for each student learning below grade level will be provided over the course of a 4-week summer school period. This intense extra time will help bridge the learning gap that our lowest achievers face. Our summer school day is 4 hours long and involves 2 classified staff members.

<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>	\$2,777
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<b>Total Expenditures</b>	<u>\$2,777</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many hours and the anticipated number of staff.

Line Item ID: 108-3-0003

**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**

Summer school ESL &amp; Aide

**Account Number**

2022-23

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students, including our ELL population. Concentrated study in specific individualized areas for each student learning below grade level will be provided over the course of a 4-week summer school period. This intense extra time will help bridge the learning gap that our lowest achievers face.

<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>	\$172
<b>Total Expenditures</b>	\$172

**Status**

Task Force Review

Line Item ID: 108-3-0004

**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**

Summer school ESL &amp; Aide

**Account Number**

2022-23

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

222 - Medicare - 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**

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students, including our ELL population. Concentrated study in specific individualized areas for each student learning below grade level will be provided over the course of a 4-week summer school period. This intense extra time will help bridge the learning gap that our lowest achievers face.

<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>	\$40
<b>Total Expenditures</b>	\$40

**Status**

Task Force Review

Line Item ID: 108-3-0005

**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 ESL &amp; Aide

**Account Number**

2022-23

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students, including our ELL population. Concentrated study in specific individualized areas for each student learning below grade level will be provided over the course of a 4-week summer school period. This intense extra time will help bridge the learning gap that our lowest achievers face.

<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>	\$3
<b>Total Expenditures</b>	<u>\$3</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 teachers

**Account Number**

2022-23

**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**

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students, including our ELL population. Concentrated study in specific individualized areas for each student learning below grade level will be provided over the course of a 4-week summer school period. This intense extra time will help bridge the learning gap that our lowest achievers face. Our summer school day is 4 hours long and involves two certified staff members.

<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>	\$8,694
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<b>Total Expenditures</b>	\$8,694
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many hours per day and the anticipated number of staff.

Line Item ID: 108-3-0007

**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**

Summer school teachers

**Account Number**

2022-23

**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**

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students, including our ELL population. Concentrated study in specific individualized areas for each student learning below grade level will be provided over the course of a 4-week summer school period. This intense extra time will help bridge the learning gap that our lowest achievers face.

<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>	\$539
<b>Total Expenditures</b>	\$539

**Status**

Task Force Review

Line Item ID: 108-3-0008

**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 teachers

**Account Number**

2022-23

**Function Code**

1000 - Instruction

**Object Code**

222 - Medicare - 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**

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students, including our ELL population. Concentrated study in specific individualized areas for each student learning below grade level will be provided over the course of a 4-week summer school period. This intense extra time will help bridge the learning gap that our lowest achievers face.

<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>	\$126
<b>Total Expenditures</b>	\$126

**Status**

Task Force Review

Line Item ID: 108-3-0009

**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 teachers

**Account Number**

2022-23

**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**

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students, including our ELL population. Concentrated study in specific individualized areas for each student learning below grade level will be provided over the course of a 4-week summer school period. This intense extra time will help bridge the learning gap that our lowest achievers face.

<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
<b>Total Expenditures</b>	\$9

**Status**

Task Force Review

Line Item ID: 108-3-0010

**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**

Student support services

**Account Number**

2022-23

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students in the course of a school day. Extra help that provides MTSS small group work will be beneficial to our lowest achieving students at the elementary level. A full-time person has been hired whose specific job is to provide this extra one-on-one support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$44,391
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$44,391

**Status**

Task Force Review

Line Item ID: 108-3-0011

**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**

Student support services

**Account Number**

2022-23

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students in the course of a school day. Extra help that provides MTSS small group work will be beneficial to our lowest achieving students at the elementary level. A full-time person has been hired whose specific job is to provide this extra one-on-one support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,752
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,752</u>

**Status**

Task Force Review

Line Item ID: 108-3-0012

**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**

Student support services

**Account Number**

2022-23

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students in the course of a school day. Extra help that provides MTSS small group work will be beneficial to our lowest achieving students at the elementary level. A full-time person has been hired whose specific job is to provide this extra one-on-one support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$644
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$644</u>

**Status**

Task Force Review

Line Item ID: 108-3-0013

**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**

Student support services

**Account Number**

2022-23

**Function Code**

2000 - Support 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**

Due to COVID loss of learning, additional time is needed for our most at-risk elementary students in the course of a school day. Extra help that provides MTSS small group work will be beneficial to our lowest achieving students at the elementary level. A full-time person has been hired whose specific job is to provide this extra one-on-one support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$44
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$44</u>

**Status**

Task Force Review

Line Item ID: 108-3-0014

**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**

At-Risk

**Account Number**

2022-23

**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 COVID loss of learning, additional time is needed for our most at-risk students in grades 7-12. Extra help during the school day in the manner of a concerted at-risk program with additional MTSS help will work to provide this teaching and learning opportunity. A full-time at-risk person has been hired at the 7-12 level to provide this individual and small group instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$36,667
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$36,667</u>

**Status**

Task Force Review

Line Item ID: 108-3-0015



**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**

At-Risk

**Account Number**

2022-23

**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**

Due to COVID loss of learning, additional time is needed for our most at-risk students in grades 7-12. Extra help during the school day in the manner of a concerted at-risk program with additional MTSS help will work to provide this teaching and learning opportunity. A full-time at-risk person has been hired at the 7-12 level to provide this individual and small group instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,166
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,166</u>

**Status**

Task Force Review

Line Item ID: 108-3-0016

**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**

At-Risk

**Account Number**

2022-23

**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**

Due to COVID loss of learning, additional time is needed for our most at-risk students in grades 7-12. Extra help during the school day in the manner of a concerted at-risk program with additional MTSS help will work to provide this teaching and learning opportunity. A full-time at-risk person has been hired at the 7-12 level to provide this individual and small group instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,273
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,273</u>

**Status**

Task Force Review

Line Item ID: 108-3-0017

**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**

At-Risk

**Account Number**

2022-23

**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**

Due to COVID loss of learning, additional time is needed for our most at-risk students in grades 7-12. Extra help during the school day in the manner of a concerted at-risk program with additional MTSS help will work to provide this teaching and learning opportunity. A full-time at-risk person has been hired at the 7-12 level to provide this individual and small group instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$531
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$531</u>

**Status**

Task Force Review

Line Item ID: 108-3-0018

**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**

At-Risk

**Account Number**

2022-23

**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**

Due to COVID loss of learning, additional time is needed for our most at-risk students in grades 7-12. Extra help during the school day in the manner of a concerted at-risk program with additional MTSS help will work to provide this teaching and learning opportunity. A full-time at-risk person has been hired at the 7-12 level to provide this individual and small group instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$37
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$37</u>

**Status**

Task Force Review

Line Item ID: 108-3-0019

**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**

LETS stipend

**Account Number**

2022-23

**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**

Due to COVID loss of learning, it has been determined that our elementary and some secondary staff need to be trained (or retrained) in the science of reading. All K-6 teachers and our at-risk personnel at the 7-12 building will be trained in LETRS. This intense training will last a period of 2 years and will involve much work outside of the classroom. In addition to paying for the actual training, each teacher who completes the LETRS training will receive a \$1200 stipend. The research is clear that the teacher in the classroom is the #1 factor impacting student achievement.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,923
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,923</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0231

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>
Gardner Edgerton	231 East Madison Street, Gardner, KS 66030	PO Box 97, Gardner, KS 66030
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Brian Huff	HuffB@usd231.com	(913) 856-2000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Tiffany Morawiec	Director of Finance	morawiect@usd231.com	(913) 856-2047

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Dr. Brian Huff, Superintendent	huffb@usd231.com

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
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## Plan for Safe Return

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

Timestamp Please identify yourself by selecting all that apply. If applicable, what grade level(s) do your student(s) attend? (Please select all that apply) Please check all that you would like considered: How important is it to you that we prioritize and invest in each of the following? [Summer learning programs] How important is it to you that we prioritize and invest in each of the following? [After school tutoring programs] How important is it to you that we prioritize and invest in each of

## 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?**

Two full-time custodial positions were added to address expanded building sanitation procedures to safely operate schools for in-person learning. The District continues to incur bus sanitation costs with the student transportation company First Student in order to provide safe bus transportation. One nursing position was added to adequately staff the District's largest student attendance center (GEHS) in order to effectively mitigate the spread of COVID. Lastly, the District employed a dedicated student contact tracer to quickly identify high risk exposures and accelerate both the communication across the District to prevent additional exposures and to prevent delays in instances where quarantine is necessary for the FY22 school year.

# 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 Elementary students had an opportunity to meet one-on-one with school counselors to share concerns, and possible needs they may have at school and home due to the COVID pandemic. At the middle and high school, students could request assistance or a meeting with the school counselors through email or zoom to share concerns or connect to resources. The feedback from students was utilized in assessing student needs and compiling a list of needed resources. In addition, all students in grades 3-12 completed a survey in which they responded to their social emotional needs in the Fall of 2020, Spring 2021, and will continue two times a year through the end of 2022 and SY2023. The data from the survey, as well as the student interaction with the counselors, assisted in determining areas of need. A district wide survey was also emailed in April 2022 and put on our social media where students could respond to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students: Expanded social and emotional learning and mental health services, additional personnel and staff support for academic intervention and summer learning programs. Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## Families

Feedback was obtained through communication with parents including concerns related to social emotional and academic progress during the pandemic. Families were also 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 and by posting on our school website. Methods of communication included counselor meetings, parent teacher conferences, Student Improvement meetings, etc. Themes from these conversations led district administration to compiling a list of needed resources. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. The most requested items of the surveys revealed that this group was most interested in: Additional behavioral support and interventions, Additional personnel and staff support for academic intervention, and Expanded social and emotional learning and mental health services. Other requested items supported the use of additional personnel for summer learning programs and Offering more teacher professional development to support teacher growth. The ESSER III Funds will be focused on additional behavior supports for social-emotional support and academic interventionists to support these initiatives.

## School and District Administrators including Special Education Administration

Weekly Department and Cabinet meetings occurred where administrative staff identified areas of needs and developed a plan from feedback and student data to support the learning and environmental needs of the buildings. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022.

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

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. As a result of these meetings, the following have been determined as most important to address in our district. Information was shared with the local teacher union (GENEA) regarding the District's intent to use ESSER funding for premium pay retention incentives and new interventionist and social worker staffing positions to address individual student academic needs. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. Administration took an active role in the process. The eleven 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. The administration felt the following should have a focus in our ESSER III plan: Retention of current employees, Reading and Math Interventionists, Social Workers and wellness breaks for all staff. Healthy Physical Environment supports: PPE / Cleaning supplies / Air purifiers These have all been taken into consideration and are part of our ESSER III plan.

## Tribes

Although the district is unaware of any Tribal residents in the community, we do have 15 students who identify as Native American in our school information system. These families had the opportunities to attend site council meetings as well as reply to both of our surveys. 3 families responded to our surveys. We reviewed links on the Native Education Collaborative which encourages LEAs to address issues of Ineffective curriculum and instruction, Deficient social and emotional supports, and Inadequate educator preparation and training. Through these communications the needs most expressed were: Additional personnel and staff support for academic intervention, Additional instructional materials and resources (software, textbooks, curriculum, etc.), Offering additional extra-curricular activities, Facility upgrades that support student health needs. These have all been taken into consideration and are part of our ESSER III plan.

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

Monthly meetings with (KASEA) Kansas Association of Special Education Administrators to discuss current trends, legislation and safety protocols to support students with exceptionalities. Emails were sent to Lane Williams at the Disability Rights Center of Kansas with no response. Email was also sent to Kansas Action for Children. Jessica Russell replied that Early learning opportunities, retention incentives for teachers, and social worker supports would be suggested uses. A comprehensive survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. We had two responses from the community that listed they were associated with a Civil Rights Organization. The most important Summer learning programs, After school tutoring programs, Additional personnel and staff support for academic intervention, Additional behavioral support and interventions, Expanded social and emotional learning and mental health services. Our ESSER plan includes these suggestions based on this feedback 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 currently have 1124 special education students, 144 ELL students, 20 students experiencing homelessness including 1 McKinney Vento student, 25 students in foster care and 9 migrant students. We do not currently have any students that are incarcerated. Contact with the district liaison for Migrant Services for USD231 will continue gathering data on student progress and interventions. Monthly state ELL meetings to examine policy and best practice to support English Language Learners as well as monthly ELL department meetings with staff to gather feedback on their students. A District representative attends on-going meetings with McKinney Vento leadership at the state level to remain updated on the needs of the homeless population. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. A total of 97 surveys were completed by parents & staff with students that fall into one or more of the above categories. We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. Through those surveys and conversations, it was clear that the following supports were most needed: additional personnel and staff support for academic intervention, Additional behavioral support and interventions, Expanded social and emotional learning and mental health services for students and staff. Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

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

The District provides ESSER funding updates (KSDE quarterly reports) on BoardDocs for public access. Survey emailed and completed by Students, Staff, Families, and community members on April 29, 2022 and was open through May 12, 2022. To further get input from stakeholders, two community surveys were conducted and posted on the district website to encourage community input. There were 1228 responses to the survey. The breakdown included 898 parents, 277 district staff, 3 community members, and 50 student responses. The most requested items of the survey revealed that: After school tutoring programs. Additional personnel (social-emotional & instructional). Additional instructional materials and resources. Educational field trips. Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

### **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.**

From grade and attendance data, we have seen a higher need for intervention in academic skills. We had a higher number of students receiving D's and F's, a higher number of students missing 3 or more days of class. Acadience scores indicate a drop in the number of students meeting benchmark on early literacy skills.

During the pandemic, counselors and district social workers received requests for intense student support and resources including mental health services and in-patient facilities. At the secondary level an increase in office referrals indicated behavior and self-regulation concerns. Referrals to the building Student Intervention Teams also increased.

**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 been using the MTSS model for several years to use data to identify students that have academic and social emotional/behavioral needs. Schools have intervention times with evidence based reading and math interventions as well as a SEL curriculum and interventions to support students. At the Elementary level, an additional interventionist position has been implemented in each building to support academic intervention and an additional elementary social worker position has been allocated. At the middle school level, a math interventionist has been added to each building to work with the existing reading specialist to provide academic interventions. The middle schools also use an SEL curriculum to support students' needs. Two days a week, the middle schools offer an academic support time after school that includes an academic bus to provide students with transportation home. The high school provided summer academic classes to those students that needed academic support. For students in special education, staff are closely monitoring progress on IEP goals and including extended school year services for those students who are not making adequate progress towards those goals.

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

The District will spend its remaining ARP ESSER funds for purchasing supplies to sanitize and clean the District's facilities, developing and implementing procedures and systems to improve the preparedness and response efforts, providing mental health services and supports, including the hiring of District wide social workers, and other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing District school staff through a premium pay retention incentive for the FY22 and FY23 school years.

**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 District added ten certified teaching interventionist positions to directly address individual student learning needs. Data on student performance on assessments, attendance, behavior referrals and grades will be evaluated through our MTSS model at the building and district level. In addition the district added a K-12 social worker who will assist students and families in locating needed resources. The social worker will document services provided and topics covered with families. The social worker is also a member of the Communities That Care county organization researches trends needed by at-risk families and provides resources.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,822,855	\$733,584	\$3,556,439	ESSER III Allocations	\$564,571
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$2,822,855	\$733,584	\$3,556,439	Amount Still Needed	\$564,571
In Review Total	\$2,822,855	\$733,584	\$3,556,439	In Review Total	\$731,706
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
231-3-0001	Direct	False	1000	110	16	\$632,141	Task Force Review
231-3-0002	Direct	False	3100	120	16	\$135,375	Task Force Review
231-3-0003	True Up	False	2100	110	16	\$46,250	Task Force Review
231-3-0004	True Up	False	2200	110	16	\$24,000	Task Force Review
231-3-0005	True Up	False	2300	110	16	\$13,000	Task Force Review
231-3-0006	True Up	False	2400	110	16	\$48,500	Task Force Review
231-3-0007	Direct	False	1000	120	16	\$498,335	Task Force Review
231-3-0008	Direct	False	2400	120	16	\$65,375	Task Force Review
231-3-0009	Direct	False	2500	120	16	\$55,500	Task Force Review
231-3-0010	Direct	False	2600	120	16	\$145,875	Task Force Review
231-3-0011	True Up	False	1000	221	16	\$130,576	Task Force Review
231-3-0012	Direct	True	1000	110	12	\$51,640	Task Force Review
231-3-0013	Direct	True	1000	110	12	\$63,119	Task Force Review
231-3-0014	Direct	True	1000	110	12	\$57,202	Task Force Review
231-3-0015	Direct	True	1000	110	12	\$55,959	Task Force Review
231-3-0016	Direct	True	1000	110	12	\$98,100	Task Force Review
231-3-0017	Direct	True	1000	110	12	\$75,556	Task Force Review
231-3-0018	Direct	True	1000	110	12	\$80,131	Task Force Review
231-3-0019	Direct	True	1000	110	12	\$64,824	Task Force Review
231-3-0020	Direct	True	1000	110	12	\$56,493	Task Force Review
231-3-0021	Direct	True	1000	110	12	\$76,153	Task Force Review
231-3-0022	Direct	True	1000	220	12	\$3,937	Task Force Review
231-3-0023	Direct	True	1000	220	12	\$4,829	Task Force Review
231-3-0024	Direct	True	1000	220	12	\$5,873	Task Force Review
231-3-0025	Direct	True	1000	220	12	\$5,819	Task Force Review
231-3-0026	Direct	True	1000	220	12	\$4,397	Task Force Review
231-3-0027	Direct	True	1000	220	12	\$5,874	Task Force Review
231-3-0028	Direct	True	1000	220	12	\$6,053	Task Force Review
231-3-0029	Direct	True	1000	220	12	\$4,988	Task Force Review
231-3-0030	Direct	True	1000	220	12	\$4,934	Task Force Review



231-3-0031	Direct	True	1000	220	12	\$5,825	Task Force Review
231-3-0032	Direct	False	1000	210	12	\$89,320	Task Force Review
231-3-0033	True Up	False	1000	290	12	\$2,158	Task Force Review
231-3-0034	True Up	False	1000	290	16	\$2,997	Task Force Review
231-3-0038	Direct	False	2600	120	16	\$44,864	Task Force Review
231-3-0039	True Up	False	2600	210	16	\$126	Task Force Review
231-3-0040	True Up	False	2600	220	16	\$15,300	Task Force Review
231-3-0041	Direct	False	2100	120	16	\$20,425	Task Force Review
231-3-0042	True Up	False	2100	220	16	\$1,563	Task Force Review
231-3-0044	True Up	False	1000	110	16	\$219,555	Task Force Review
231-3-0045	True Up	False	2100	110	10	\$183,559	Task Force Review
231-3-0046	Direct	False	2300	120	5	\$47,010	Task Force Review
231-3-0048	True Up	False	2600	610	7	\$46,000	Task Force Review
231-3-0049	Direct	False	1000	110	12	\$1,033	Task Force Review
231-3-0050	Direct	False	2100	110	10	\$188,806	Task Force Review
231-3-0051	Direct	False	2100	110	10	\$167,090	Task Force Review

## Line Item Details

Line Item ID: 231-3-0001

**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 3-GEN PREMIUM PAY

**Account Number**

07 E 1000 110 0100 005

**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**

This includes retention incentive for 16 classroom teachers at \$1250 per year. For the 2022-23 school year this would provide 408 classroom teachers a retention incentive at \$1500 at our 11 schools. Our district has seen a 50% turnover in the past 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,141
<b>Budgeted Expenditures in SFY 2023</b>	\$612,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$632,141</u>

**Status**

Task Force Review

Line Item ID: 231-3-0002

**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 3-GEN PREMIUM PAY

**Account Number**

07 E 3100 120 0100 000

**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**

For FY22 This includes retention incentive for 49 food service classified staff districtwide at \$1250 per year. For the 2022-23 school year this would provide 49 food service districtwide classified staff a retention incentive at \$1500. Our district has seen a 50% turnover in the past 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$61,875
<b>Budgeted Expenditures in SFY 2023</b>	\$73,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$135,375</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please refer to narrative for line item 231-3-0001.

Line Item ID: 231-3-0003

**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**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2100 110 0100 005

**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**

1 Parents as Teachers support staff retention paid out of this line item for FY22 at \$1250.00. FY23 will provide \$1500 retention premium incentive to 3 Parents as Teachers Staff, 14 counselors, and 13 nurses/health aide. Our district has seen a 50% turnover rate over the last 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,250
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$46,250</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please refer to narrative for line item 231-3-0001.

Line Item ID: 231-3-0004

**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**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2200 110 0100 005

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Provides \$1250 retention premium for FY22 for 6 central office licensed administrators. FY23 will provide \$1500 retention incentive to 5 central office licensed administrators and 9 library media specialists. Our district has had a 50% turnover rate over the last 2 years

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,500
<b>Budgeted Expenditures in SFY 2023</b>	\$16,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$24,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0005

**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**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2300 110 0100 005

**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**

FOR FY22 THIS PAID \$1250.00 RETENTION INCENTIVE TO 2 CENTRAL OFFICE ADMINISTRATORS. FY23 WILL PROVIDE \$1500 RETENTION INCENTIVE TO 7 CENTRAL BUILDING CERTIFIED ADMIN. Our district has seen a 50% turnover rate over the last 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$10,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0006

**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**

ESSER 3-GEN PREMIUM PAY

**Account Number**

07 E 2400 110 0100 005

**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**

FY22 PAID A \$1,250 PREMIUM PAY RETENTION INCENTIVE TO 22 BUILDING ADMINISTRATORS IN ORDER TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231; FY23 WILL PAY \$1500 TO 14 BUILDING ADMINISTRATORS. USD231 HAS SEEN A 50% TURNOVER RATE THE LAST 2 YEARS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$27,500
<b>Budgeted Expenditures in SFY 2023</b>	\$21,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$48,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0007

**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-GEN PREMIUM PAY

**Account Number**

07 E 1000 120 0100 005

**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**

FY22 PROVIDED 173 PARAPROFESSIONALS DISTRICT WIDE WITH A \$1250.00 RETENTION INCENTIVE, FY23 WILL PROVIDE 183 PARAPROFESSIONALS A \$1500 RETENTION INCENTIVE. Our district has seen a 50% turnover rate over the last 2 years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$223,835
<b>Budgeted Expenditures in SFY 2023</b>	\$274,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$498,335</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0008

**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-GEN PREMIUM PAY

**Account Number**

07 E 2400 120 0100 000

**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**

FOR FY22 THIS PAID \$1,250 PREMIUM PAY RETENTION INCENTIVE TO 24 SCHOOL BASED SECRETARIES AND AIDES DISTRICTWIDE . FOR FY23 A \$1500 RETENTION INCENTIVE WILL BE PAID TO 24 SCHOOL BASED SECRETARIES AND AIDES DISTRICTWIDE. THIS IS TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231 WE HAVE SEEN A 50% TURNOVER IN STAFF FOR THE LAST 2 YEARS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$29,375
<b>Budgeted Expenditures in SFY 2023</b>	\$36,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$65,375</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0009



**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-GEN PREMIUM PAY

**Account Number**

07 E 2500 120 0100 000

**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**

FOR FY22 THIS PAID \$1,250 PREMIUM PAY RETENTION INCENTIVE TO 18 CENTRAL OFFICE EMPLOYEES. FOR FY23 A \$1500 RETENTION INCENTIVE WILL BE PAID TO 22 CENTRAL OFFICE STAFF. THIS IS TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231 WE HAVE SEEN A 50% TURNOVER IN STAFF FOR THE LAST 2 YEARS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$22,500
<b>Budgeted Expenditures in SFY 2023</b>	\$33,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0010

**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 3-GEN PREMIUM PAY

**Account Number**

07 E 2600 120 0100 000

**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**

FOR FY22 THIS PAID \$1,250 PREMIUM PAY RETENTION INCENTIVE TO 50 CUSTODIAL POSITIONS. FOR FY23 A \$1500 RETENTION INCENTIVE WILL BE PAID TO 47 CUSTODIAL STAFF. THIS IS TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231 WE HAVE SEEN A 50% TURNOVER IN STAFF FOR THE LAST 2 YEARS.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$61,875
<b>Budgeted Expenditures in SFY 2023</b>	\$84,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$145,875</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0011

**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**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0100 000

**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**

OBJECT 220 IN USD231 CHART OF ACCOUNTS IS FICA/MEDICARE. WE DO NOT USE OBJECT 221 OR 222. EMPLOYER PAYROLL TAX-PREMIUM PAY RETENTION INCENTIVE TO RETAIN EXISTING STAFF EMPLOYMENT WITH USD 231

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$36,576
<b>Budgeted Expenditures in SFY 2023</b>	\$94,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$130,576</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please refer to my narrative for line item 231-3-0001.

Line Item ID: 231-3-0012

**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-GEN NE CERTIFIED

**Account Number**

07 E 1000 110 0103 003

**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**

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AND MATH AT NIKE ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$900
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<b>Budgeted Expenditures in SFY 2023</b>	\$50,740
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$51,640</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0013

**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 3-GEN EE CERTIFIED

**Account Number**

07 E 1000 110 0104 003

**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**

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AT EDGERTON ELEMENTARY ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,699
<b>Budgeted Expenditures in SFY 2023</b>	\$58,420
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$63,119</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including what school(s), grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0014

**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-GEN GE CERTIFIED

**Account Number**

07 E 1000 110 0105 003

**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**

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AT GARDNER EDGERTON ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,702
<b>Budgeted Expenditures in SFY 2023</b>	\$51,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$57,202</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0015

**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-GEN SE CERTIFIED

**Account Number**

07 E 1000 110 0106 003

**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**

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING & MATH AT SUNFLOWER ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,459
<b>Budgeted Expenditures in SFY 2023</b>	\$51,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55,959</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0016

**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 3-GEN MLE CERTIFIED

**Account Number**

07 E 1000 110 0107 003

**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**

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AND MATH AT MOONLIGHT ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,000
<b>Budgeted Expenditures in SFY 2023</b>	\$48,100
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$98,100

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0017



**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 3-GEN MDE CERTIFIED

**Account Number**

07 E 1000 110 0108 003

**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**

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING & MATH AT MADISON ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,786
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<b>Budgeted Expenditures in SFY 2023</b>	\$71,770
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$75,556</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0018

**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 3-GEN GSE CERTIFIED

**Account Number**

07 E 1000 110 0109 003

**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**

THIS PROVIDES 1 ADDITIONAL READING INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN READING AND MATH AT GRAND STAR ELEMENTARY SCHOOL SUPPORTING STUDENTS IN GRADE K-4

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,941
<b>Budgeted Expenditures in SFY 2023</b>	\$74,190
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$80,131</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this elementary interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0019

**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-GEN PRMS CERTIFIED

**Account Number**

07 E 1000 110 0817 003

**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**

THIS PROVIDES 1 ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN MATH AT PIONEER RIDGE MIDDLE SCHOOL SUPPORTING STUDENTS IN GRADE 5-8

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,854
<b>Budgeted Expenditures in SFY 2023</b>	\$59,970
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$64,824</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this additional middle school math interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0020

**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-GEN TRMS CERTIFIED

**Account Number**

07 E 1000 110 0818 003

**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**

THIS PROVIDES 1 ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN MATH AT TRAILRIDGE MIDDLE SCHOOL SUPPORTING STUDENTS IN GRADE 5-8

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,183
<b>Budgeted Expenditures in SFY 2023</b>	\$52,310
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$56,493</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this additional middle school math interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0021

**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 3-GEN WMS CERTIFIED

**Account Number**

07 E 1000 110 0819 003

**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**

THIS PROVIDES 1 ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS. THIS POSITION WILL HELP WITH STUDENTS THAT HAVE FALLEN BEHIND DURING COVID AND ADDRESSING THEIR LEARNING LOSS IN MATH AT WHEATRIDGE MIDDLE SCHOOL SUPPORTING STUDENTS IN GRADE 5-8 WITH CERTIFIED TEACHER.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,513
<b>Budgeted Expenditures in SFY 2023</b>	\$71,640
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$76,153</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative about what this additional middle school math interventionist's position will entail, including which school(s), what grade levels and the services this individual will be providing. Again, using information from your application will be enhance your description.

Line Item ID: 231-3-0022

**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 3-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0103 003

**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 PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$75**Budgeted Expenditures in SFY 2023** \$3,862**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,937**Status**

Task Force Review

Line Item ID: 231-3-0023

**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-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0104 003

**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 PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$359**Budgeted Expenditures in SFY 2023** \$4,470**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,829**Status**

Task Force Review

Line Item ID: 231-3-0024

**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-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0105 003

**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 PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$436**Budgeted Expenditures in SFY 2023** \$5,437**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,873**Status**

Task Force Review

Line Item ID: 231-3-0025

**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-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0106 003

**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 PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$367**Budgeted Expenditures in SFY 2023** \$5,452**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,819**Status**

Task Force Review

Line Item ID: 231-3-0026

**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-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0107 003

**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 PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$63**Budgeted Expenditures in SFY 2023** \$4,334**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,397**Status**

Task Force Review

Line Item ID: 231-3-0027

**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-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0108 003

**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 PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$313**Budgeted Expenditures in SFY 2023** \$5,561**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,874**Status**

Task Force Review

Line Item ID: 231-3-0028



**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-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0109 003

**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 PAYROLL TAX-ADDITIONAL ELEMENTARY INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$492**Budgeted Expenditures in SFY 2023** \$5,561**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,053**Status**

Task Force Review

Line Item ID: 231-3-0029

**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-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0817 003

**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 PAYROLL TAX-ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$400**Budgeted Expenditures in SFY 2023** \$4,588**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,988**Status**

Task Force Review

Line Item ID: 231-3-0030

**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-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0818 003

**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 PAYROLL TAX-ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$346
<b>Budgeted Expenditures in SFY 2023</b>	\$4,588
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,934</u>

**Status**

Task Force Review

Line Item ID: 231-3-0031

**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-GEN ER PAY TAX

**Account Number**

07 E 1000 220 0819 003

**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 PAYROLL TAX-ADDITIONAL MIDDLE SCHOOL MATH INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$345
<b>Budgeted Expenditures in SFY 2023</b>	\$5,480
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,825</u>

**Status**

Task Force Review

Line Item ID: 231-3-0032

**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 3-GEN ER PAID BENEFITS

**Account Number**

07 E 1000 210 0100 003

**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**

PAID BENEFITS-TEN ADDITIONAL INTERVENTIONIST CERTIFIED POSITION TO ADDRESS LEARNING LOSS

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,000**Budgeted Expenditures in SFY 2023** \$88,320**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$89,320**Status**

Task Force Review

Line Item ID: 231-3-0033

**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**

ESSER 3-GEN OTHER BENEFITS

**Account Number**

07 E 1000 290 0100 003

**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**

OTHER BENEFITS-UNEMPLOYMENT TAX FOR ADDITIONAL POSITION ADDS DUE TO COVID

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,000**Budgeted Expenditures in SFY 2023** \$1,158**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,158**Status**

Task Force Review

Line Item ID: 231-3-0034

**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**

ESSER 3-GEN OTHER BENEFITS

**Account Number**

07 E 1000 290 0100 000

**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**

OTHER BENEFITS-UNEMPLOYMENT TAX FOR PREMIUM PAY RETENTION INCENTIVE

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$997
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,997</u>

**Status**

Task Force Review

Line Item ID: 231-3-0038

**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**

ESSER 3-GEN CUSTODIAL COMP

**Account Number**

07 E 2600 120 0901 003

**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**

FOR FY22 ONE ADDITIONAL CUSTODIAL POSITION WAS NEEDED DUE TO INCREASED CLEANING &amp; SANITATION DUTIES DUE TO COVID. THE POSITION WAS AT THE HIGH SCHOOL.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$44,864
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$44,864</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide more information on how many additional custodial positions this expenditure includes and what their job duties will include as a result of the impact of COVID.

Line Item ID: 231-3-0039

**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**

ESSER 3-GEN SUPPORT BENEFITS

**Account Number**

07 E 2600 210 0901 003

**Function Code**

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

**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**

EMPLOYER PAID BENEFITS-ADDITIONAL CUSTODIAL POSITIONS NEEDED DUE TO INCREASED CLEANING &amp; SANITATION DUTIES DUE TO COVID

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$126
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$126</u>

**Status**

Task Force Review

Line Item ID: 231-3-0040

**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**

ESSER 3-GEN ER PAY TAX

**Account Number**

07 E 2600 220 0901 003

**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 PAYROLL TAXES-ADDITIONAL CUSTODIAL POSITIONS NEEDED DUE TO INCREASED CLEANING &amp; SANITATION DUTIES DUE TO COVID

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,650
<b>Budgeted Expenditures in SFY 2023</b>	\$7,650
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,300</u>

**Status**

Task Force Review

Line Item ID: 231-3-0041

**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**

ESSER 3-GEN NURSE COMP

**Account Number**

07 E 2100 120 0901 003

**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**

FOR FY 22 AN ADDITIONAL HIGH SCHOOL NURSE POSITION WAS NEEDED DUE TO INCREASED HEALTH ROOM SERVICES FOR COVID. THIS POSITION DID COVID TESTING FOR STUDENTS.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$20,425**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,425**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a detailed description of what the additional nurse's work responsibilities will be and how this position addresses a COVID need.

Line Item ID: 231-3-0042

**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**

ESSER 3-GEN NURSE ER PAY TAX

**Account Number**

07 E 2100 220 0901 003

**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 PAYROLL TAXES-ADDITIONAL SCHOOL NURSE POSITION NEEDED DUE TO INCREASED HEALTH ROOM SERVICES FOR COVID

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,563**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,563**Status**

Task Force Review

Line Item ID: 231-3-0044

**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**

ESSER 3-GEN COVID SUB PAY

**Account Number**

07 E 1000 110 0100 019

**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**

FY22 PROVIDED SUBSTITUTES FOR TIMES THAT CERTIFIED STAFF WAS OUT DUE TO QUARANTINE WITH COVID19 ALLOWING THE SCHOOL DAY TO CONTINUE FOR STUDENTS; FY23 THIS WILL BE USED TO PROVIDE SUBSTITUTES TO ALL OUR STAFF TO ALLOW THEM TO HAVE MENTAL HEALTH BREAKS DURING THE YEAR DUE TO COVID 19. THIS IS SUPPORTED BY OUR SURVEY THAT WAS DONE BY STAFF THAT THEY FEEL OVERWHELMED COMING BACK AFTER COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$54,555
<b>Budgeted Expenditures in SFY 2023</b>	\$165,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$219,555</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

A comprehensive narrative needs to be written that describes in detail the expenditures for each fiscal year's projected costs and how they address a COVID-19 need.

Line Item ID: 231-3-0045

**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**

ESSER 3 - GEN PSYCHOLOGIST

**Account Number**

07 E 2100 110 0100 003

**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**

THESE 2 PSYCHOLOGIST POSITIONS TO SUPPORT INCREASED SOCIAL AND EMOTIONAL NEEDS OF STUDENTS PROVIDING MENTAL HEALTH SERVICES AND SUPPORTS FOR THE PIONEER RIDGE MIDDLE SCHOOL. USING OUR SURVEY OF PARENTS, STAFF AND STUDENTS BEHAVIOR ISSUES ARE AFFECTING STUDENT LEARNING AND BEHAVIORS HAVE INCREASED IN THE LAST 2 YEARS DURING COVID. THIS WILL HELP ENSURE THERE IS SUFFICIENT ACCESS TO HIGH QUALITY MENTAL HEALTH STAFF FOR 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>	\$183,559
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$183,559</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative that describes what the psychologist's position will entail and how this expenditure will address a COVID-19 need. You have stated that this position will assist with increased social and emotional needs.

Line Item ID: 231-3-0046

**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**

ESSER 3-GEN CONTACT TRACING

**Account Number**

07 E 2300 120 0100 003

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

5 - Procedures and systems to improve LEA preparedness and response efforts.

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

FOR THE FY22 SCHOOL YEAR THIS POSITION SUPPORTED CONTACT TRACING FOR THE DISTRICT DURING COVID TO HELP STOP THE SPREAD OF THE PANDEMIC AND KEEP STAFF AND STUDENTS SAFE. THIS POSITION IS NOT NEEDED IN FY23.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$47,010
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$47,010</u>

**Status**

Task Force Review



Line Item ID: 231-3-0048

**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**

ESSER 3-GEN CUSTODIAL SUPPLIES

**Account Number**

07 E 2600 610 0100 003

**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**

COVID-BASED CUSTODIAL SUPPLIES & PPE- USED FOR PPE DISTRICTWIDE TO INCLUDE AIR FILTERS, HAND SANITIZER, MASKS, AND CLEANING SUPPLIES TO KEEP OUR SCHOOLS SAFE FOR OUR STAFF AND STUDENTS DUE TO COVID 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$46,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$46,000

**Status**

Task Force Review

Line Item ID: 231-3-0049

**Allocation Type**

Direct Allocation

**Is this 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-GEN-VIRTUAL HOMEWORK

**Account Number**

07 E 1000 110 0100 007

**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**

IN THE BEGINNING OF THE 21-22 SCHOOL YEAR THIS POSITION HELPED STUDENTS THAT WERE HOMEBOUND WITH COVID WITH EXTRA HELP NEEDED TO CONTINUE SCHOOL WHILL IN QUARANTINE. THIS STOPPED OCCURRING AS THE SCHOOL OPENED BACK UP. THIS IS WHY THE AMOUNT IS ONLY \$1033. THIS OCCURRED FROM NOVEMBER 2021- FEBRUARY 22 AND WAS AN EXTRA DUTY FOR HIGH SCHOOL SCHOOL TEACHERS FOR \$17..50/HR.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,033
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,033

**Status**

Task Force Review

Line Item ID: 231-3-0050

**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-BEHAVIOR SPECIALIST

**Account Number**

07 E 2100 210 0100 003

**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**

USING OUR SURVEY OF PARENTS, STAFF AND STUDENTS BEHAVIOR ISSUES ARE AFFECTING STUDENT LEARNING AND BEHAVIORS HAVE INCREASED IN THE LAST 2 YEARS DURING COVID. THREE BEHAVIOR SPECIALISTS WILL SUPPORT STUDENTS MENTAL HEALTH ISSUES DISTRICTWIDE. THIS WILL HELP ENSURE THERE IS SUFFICIENT ACCESS TO HIGH QUALITY MENTAL HEALTH STAFF.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$188,806
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$188,806</u>

**Status**

Task Force Review

Line Item ID: 231-3-0051

**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-GEN SOCIAL WORKER

**Account Number**

07 E 2100 110 0100 019

**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**

FOR FY23 THIS WILL PROVIDE MENTAL HEALTH SUPPORTS FOR STUDENTS DISTRICT WIDE, ONE AT GARDNER EDGERTON HIGH SCHOOL AND ONE AT MOONLIGHT ELEMENTARY. FOR THE LAST TWO YEARS SOCIAL EMOTIONAL HEALTH OF THE STUDENT IS IN THE FOREFRONT DUE TO COVID. THIS WILL HELP ADDRESS STUDENT NEEDS DUE TO THE PANDEMIC AND SUPPORT OUR STUDENTS AND THEIR FAMILIES WORKING TOGETHER WITH THE EDUCATIONAL TEAM.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$167,090
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$167,090</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0274

**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

**District**

Oakley

**Address**

621 Center Avenue, Suite 103, Oakley, KS  
67748

**Mail Address**

621 Center Avenue, Suite 103, Oakley, KS  
67748

**Superintendent Name**

Ken Bockwinkel

**Superintendent E-mail Address**

kbockwinkel@oakleyschoolsks.com

**Superintendent Phone Number**

(785) 671-4588

## 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>
Ken Bockwinkel	Superintendent	kbockwinkel@oakleyschoolsks.com	(785) 671-4588

## 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/1VZitQ9Flv9BFkrvexJVRTJwxp9ohQTKc/view>

## 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?

### Face Coverings/Masks

Masks are recommended for students and staff at this time. These will be provided and laundered by the district. Students and staff may bring their own masks. They must be school appropriate, and the school will not launder those masks. Masks must be worn over the mouth and nose in the manner intended.

Liability waivers will be signed by parents if they don't want their students in masks. Masks may be required at a later date as determined by County Health Officer.

Masks may be required for students by teachers if they will be closer than 6ft for more than 10 minutes for certain activities regardless of waivers.

### Group Stability

Phase Green - Classes on site with remote learning restricted to those with health conditions documented by a physician. Utilize classroom space remove unnecessary items, forward facing, spaced as far apart as possible, classroom layouts to approved by principals. Utilize dividers between desks when necessary.

Phase Yellow - Utilize an A-B schedule and divide the number of students into two groups. Group A attends Monday and Tuesday with remote learning on Wednesday, Thursday and Friday. Group B attends on Thursday and Friday with remote learning on Monday, Tuesday and Wednesday.

Phase Red - All learners are remote.

### Hygiene

Hand sanitizer/Handwashing when entering classrooms. Hand sanitizer/hand washing when entering any building.

Clean desks and areas after sneezes or coughs.

Instruct students on how to sneeze or cough into their sleeve and not on their hands.

### Janitorial

When needed hire a night janitor who can deep clean and sanitize commons areas when students are not in the building.

HS bathrooms will be cleaned near mid morning by Lori and Donna. Jim will clean restrooms as soon as he reports for duty.

Ventilation in the high school was improved by our new HVAC system. Increased opening of windows in the remainder of the buildings will improve ventilation there.

### Diagnostic and screening testing.

The school nurse will screen individuals who appear to have symptoms of Covid 19.

The school nurse will encourage anyone who is symptomatic to consult with their physician regarding any diagnostic test.

## 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**

Students were given the opportunity to complete an online ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. The students provided feedback through our Principal's Council which consists of a group of students that meet with the HS principal to address school needs overall. Students indicate that the after school programs and counseling are most helpful. Overall, 15.2% of students were involved in the discussions. These items were taken into consideration for our ESSER III plan.

### **Families**

Parents/guardians were given the opportunity to complete an online ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. Parent response rate was 7.3%. Many parents also serve on the site councils in the district where they address Covid and other concerns. The responses given by families indicated that counseling services, after school programs, structured intervention time, outdoor learning spaces, and summer school are most needed for our Covid recovery. These items were taken into consideration for our ESSER III plan.

### **School and District Administrators including Special Education Administration**

All administrators were given the opportunity to complete an ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. All administrators were also an integral part in developing the Covid protocols that were developed for the district. Administration believes that counseling services, after school programs, structured intervention time, and summer school are items that we should support with ESSER III funds. Items were discussed with the Special Ed Cooperative Administration. They had no further suggestions. These items were taken into consideration for our ESSER III plan.

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

All staff were given the opportunity to complete an online ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. All staff were also involved in the developing of our Covid protocols through multiple meetings throughout the crisis. There are only 7 staff members that belong to KNEA, and their results are included in the staff surveys. The staff feels that counseling services, after school and summer school programs, structured intervention time, and outdoor learning spaces are important in our ESSER III funding plans. These items were taken into consideration for our ESSER III plan.

### **Tribes**

Tribal members were given the opportunity to complete an ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. USD 274 only had one response indicating tribal membership. That one response indicated that after school programs, retaining counselors and outdoor learning areas were a priority. These items were taken into consideration for our ESSER III plan.

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

Those involved with Civil Rights Organizations were given the opportunity to complete an online ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. No one indicated affiliation with Civil Rights Organizations. We reached out to the Kansas Human Rights Council. Here is a copy of the email sent to them and their response:

As part of the Pandemic Relief effort by the federal government, school districts are required to reach out to a civil rights organization and consult with them about our ESSER III funding plans.

Currently, USD 274 Oakley plans to spend the monies in the following areas: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. Each of these areas of expenditure will support our mission to serve each and every student of our district. Furthermore, special attention will be given to those students with special circumstances to help them overcome the learning loss from the Covid pandemic.

I need a response from your organization regarding our plans. Please feel free to contact me by email or by the phone number listed below.

Thanks for your attention to this matter.

Ken

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Ken Bockwinkel  
Superintendent  
Oakley Public Schools  
785-671-4588 phone  
785-671-3044 fax

KHRC [KHRC]  
Wed, Oct 12, 5:15 PM  
to me

Ken Bockwinkel

Superintendent

Oakley Public Schools

Dear Superintendent Bockwinkel,

Thank you for the e-mail. The Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III funding plans.

I hope this e-mail meets your needs. If it does not, please let me know.

Sincerely,

Ruth Glover

Executive Director

Kansas Human Rights Commission

Ph. (785) 296-3206

Fax (785) 296-0589

ruth.glover@ks.gov

Visit the KHRC at [www.khrc.net](http://www.khrc.net) Follow the KHRC on Twitter @KansasHRC

**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**

Patrons who have children disabilities, who are ELL, who are in foster care, and other such groups were given the opportunity to complete an online ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. The respondents indicated that after school, summer school, structured intervention time, outdoor learning areas, and counseling were areas of need for ESSER III monies.

Stakeholders with interests of children with disabilities preferred: Structured interventions, After School Programs, Summer School. Counselors, parent resources. Elementary/MS HVAC (tie), Other building needs. There were only 4 respondents.

Stakeholders with ELL students preferred: Structured interventions, after school programs, summer school. Counselors, parent resources and EL Curriculum. Elementary/MS HVAC, Outdoor Learning Centers.

There were no respondents in the following areas: children experiencing homelessness, children in foster care, migratory students, children who are incarcerated. We have one child experiencing homelessness, and she did not want to respond to the survey. We do not have any children who are incarcerated. All parents received notifications of the survey, and the parents of foster care and migrant students did not want to reply.

These items were taken into consideration for our ESSER III plan.

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



All patrons were given the opportunity to complete an online ESSER III survey in which multiple questions were asked regarding the following: after school programs, summer school, structured interventions for Covid loss mitigation, supplemental instructional strategies for Covid loss mitigation, curricular upgrades, technology needs, social emotional needs, school counselors, buildings and grounds needs as related to Covid. The responses were similar to the rest of our data.

Data from the survey:

Role in district: parent 50.8%, community member 20.6%, business owner 4.8%, staff member 46%, other 3.2%

Subgroups: Native American tribe, 1.6%, civil rights organization member 0%, children with disabilities 6.3%, children are ELL 1.6%, Migrant 0%, homeless 0%, children incarcerated 0%, foster care 0%, other underserved 0%.

Grade Levels: PreK-4 33.3%, 5th-8th 28.6%, 9th-12th 33.3%, no children in school 38.1%

Summer school those ranking as Important or Very Important: 63.5%

After school those ranking as Important or Very Important: 76.2%

Structured interventions those ranking as Important or Very Important: 88.9%

Technology needs: Chromebooks: 47.6%, On Site Internet: 36.5 %, Community Wireless: 38.1%, technology instruction: 63.5 %, Other Tech: 23.8%.

Social Emotional Curriculum those ranking as Important or Very Important: 82.5%.

Parent Resources those ranking as Important or Very Important: 85.7%.

Retaining 2 counselors those ranking as Important or Very Important: 93.7%.

Elementary HVAC those ranking as most or second most important: 55.6%

MS HVAC those ranking as most or second most important: 55.6%.

Cleanliness those ranking as most or second most important: 23.8%

Outdoor Learning Area those ranking as most or second most important: 33.3%

Other building needs those ranking as most or second most important: 31.7%

It is important to note the cost of HVAC in the elementary and middle school are well beyond the resources allocated by funding supplied by ESSER III and will not be considered by the board.

It is also important to note the other building needs specified by most respondents indicated that the district needed to increase the size of the elementary building and/or build another gym - both of which are beyond the scope of the ESSER III funding and will not be considered by the board.

These items were taken into consideration for 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.**

Covid has had a dramatic impact on our district in terms of learning loss and the social emotional well-being of our students. State assessment and other test scores were down substantially in 2021 as compared to previous years. However, the 2022 scores did see an upward swing of scores, indicating that our mitigation efforts are having a positive effect. The number of students requiring visits with counselors also increased. So far this year, the numbers are down somewhat. Hopefully, that trend continues. Since we are a small district, it is difficult to determine if the impacts of Covid have effected any special populations. The numbers indicate that all groups suffered some learning loss because of Covid, but all groups have seen improvement over the last year. No particular group is an outlier in the data.

**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)**

Oakley Public Schools has, and will continue to address, learning loss through the following strategies:

1. A robust summer school with specific emphasis on reading and math skills for our students identified for extra help in grades K-8.
2. After school programs for all students grades PreK-12, particularly for those who are struggling academically. However, all students are welcome.
3. During the school day supports for our 5th-12th grade students through a dedicated "Guided Study" time. This time utilizes data secured through Fastbridge, STAR, DIBELS, and other assessments to gauge the individual needs of the students.

All three of these supports are provided by our licensed teachers and their para professionals. A broad variety of teachers, with backgrounds in many subjects, have signed on to help with these programs.

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

The bulk of the remaining funding will be spent addressing social-emotional needs, adequate cleaning, and an outdoor learning center.

The social-emotional expenditures will revolve around the retention of a PreK-8 counselor. This position was made available with ESSER II funding, and we want to continue the program utilizing ESSER III monies. If the legislature follows through with the inflationary adjustment required by the Gannon court case, we will be able to continue having two counselors in our district. Also included in the social-emotional expenditures is the purchase of social-emotional curriculum that will be integrated into the classrooms PreK-12.

The hiring of an additional custodian through the Covid experience has been crucial to maintaining a clean learning space in our schools. We plan to utilize ESSER III monies to continue this practice. In addition, two auto-scrubbers will be purchased to help with the sanitization process and to speed the work of the custodians.

An outdoor learning center is necessary to give our students a place to study in the fresh air. It includes 4 bench/table sets, two benches, and two canopy shades for times when teachers want to take their classrooms outside. This portion of the project will be completed in conjunction with a new playground for the elementary. However, the playground portion of this project is not included in the ESSER funding request.

**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 programs we are instituting are open to all students, regardless of any special status they or their families have. Any student who is struggling, regardless of status, will be encouraged to attend the after school and summer school programs that are appropriate. All students receive special attention during "Guided Study." Any student who has failing grades in 5th-12th grades is required to stay for the after school program, regardless of status.

Our special education team will continue to do their excellent work in monitoring and reporting the needs of the special education students. Our migrant, ESOL, and counseling staff do the same for our other special populations.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$514,379	\$0	\$514,379	ESSER III Allocations	\$102,876
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$514,379	\$0	\$514,379	Amount Still Needed	\$102,876
In Review Total	\$414,494	\$0	\$414,494	In Review Total	\$104,000
Amount Left	\$99,885	\$0	\$99,885	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
274-3-0001	Direct	False	2122	110	10	\$150,000	Task Force Review
274-3-0002	Direct	False	2600	120	13	\$110,000	Task Force Review
274-3-0003	Direct	False	2600	719	13	\$6,860	Task Force Review
274-3-0004	Direct	True	1000	110	11B	\$30,000	Task Force Review
274-3-0005	Direct	True	1000	120	11B	\$16,000	Task Force Review
274-3-0006	Direct	True	1000	610	11B	\$4,000	Task Force Review
274-3-0007	Direct	True	1000	110	11A	\$24,000	Task Force Review
274-3-0008	Direct	True	1000	120	11A	\$12,000	Task Force Review
274-3-0009	Direct	True	1000	610	11A	\$4,000	Task Force Review
274-3-0010	Direct	True	1000	650	9	\$14,000	Task Force Review
274-3-0011	Direct	False	2600	610	7	\$43,634	Task Force Review

## Line Item Details

Line Item ID: 274-3-0001

**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**

K-8 Student Services Salary

**Account Number**

91500

**Function Code**

2122 - Counseling Services

**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**

This is a second "counselor" who will serve the needs of the MS/Elementary students. This includes her payroll taxes and 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>	\$75,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$75,000
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<b>Total Expenditures</b>	<u>\$150,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "The social-emotional expenditures will revolve around the retention of a PreK-8 counselor. This position was made available with ESSER II funding, and we want to continue the program utilizing ESSER III monies. If the legislature follows through with the inflationary adjustment required by the Gannon court case, we will be able to continue having two counselors in our district. Also included in the social-emotional expenditures is the purchase of social-emotional curriculum that will be integrated into the classrooms PreK-12."

Line Item ID: 274-3-0002

**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**

Custodian Salary

**Account Number**

91503

**Function Code**

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

**Object Code**

120 - Regular Non-Certified Salaries

**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**

This is an additional custodian brought on to help us be more thorough in our cleaning and disinfecting. This includes his salary, payroll taxes and benefits.

<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 Comment from KSDE**

Per narrative, "The hiring of an additional custodian through the Covid experience has been crucial to maintaining a clean learning space in our schools. We plan to utilize ESSER III monies to continue this practice."

Line Item ID: 274-3-0003

**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**

Outdoor Learning

**Account Number**

91505

**Function Code**

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

**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**

A shaded area with tables and benches used to have a place to learn outside in the fresh air. The outdoor area includes 4 tables and two benches with canopied shade areas. A cost breakdown includes: Tables 4 at \$1375 each for \$5500, Benches 2 at \$680 each for \$1360.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,860
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,860</u>

**Status**

Task Force Review

Line Item ID: 274-3-0004

**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**

After School Teachers Salaries

**Account Number**

91501

**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**

This is the teachers' salaries, payroll taxes and benefits for teachers serving in the after school programs. These programs are geared to help all students, but especially those with greater need, cope with the learning loss from the Covid 19 pandemic..

<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>	\$15,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
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<b>Total Expenditures</b>	<u>\$30,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Oakley Public Schools has, and will continue to address, learning loss through the following strategies:

1. A robust summer school with specific emphasis on reading and math skills for our students identified for extra help in grades K-8.
2. After school programs for all students grades PreK-12, particularly for those who are struggling academically. However, all students are welcome.
3. During the school day supports for our 5th-12th grade students through a dedicated "Guided Study" time. This time utilizes data secured through Fastbridge, STAR, DIBELS, and other assessments to gauge the individual needs of the students.

All three of these supports are provided by our licensed teachers and their para professionals. A broad variety of teachers, with backgrounds in many subjects, have signed on to help with these programs."

Line Item ID: 274-3-0005

**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**

After School Para Salaries

**Account Number**

91502

**Function Code**

1000 - Instruction

**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 the paras' salaries, payroll taxes and benefits for paras serving in the after school programs. These programs are geared to help all students, but especially those with greater need, cope with the learning loss from the 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>	\$8,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$8,000
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<b>Total Expenditures</b>	<u>\$16,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Oakley Public Schools has, and will continue to address, learning loss through the following strategies:

1. A robust summer school with specific emphasis on reading and math skills for our students identified for extra help in grades K-8.
2. After school programs for all students grades PreK-12, particularly for those who are struggling academically. However, all students are welcome.
3. During the school day supports for our 5th-12th grade students through a dedicated "Guided Study" time. This time utilizes data secured through Fastbridge, STAR, DIBELS, and other assessments to gauge the individual needs of the students.

All three of these supports are provided by our licensed teachers and their para professionals. A broad variety of teachers, with backgrounds in many subjects, have signed on to help with these programs."

Line Item ID: 274-3-0006



**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**

After School Supplies

**Account Number**

91512

**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**

This is for supplies to be used by our students and teachers in the after school programs. These programs are geared to help all students, but especially those with greater need, cope with the learning loss from the Covid 19 pandemic.

<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>	\$2,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
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<b>Total Expenditures</b>	<u>\$4,000</u>
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**Status**

Task Force Review

Line Item ID: 274-3-0007

**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**

Summer School Certified Salaries

**Account Number**

91501

**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**

This is the teachers' salaries, payroll taxes and benefits for teachers serving in the summer school programs. These programs are geared to help all students, but especially those with greater need, cope with the learning loss from the 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>	\$12,000
<b>Budgeted Expenditures in SFY 2024</b>	\$12,000
<b>Total Expenditures</b>	<u>\$24,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Oakley Public Schools has, and will continue to address, learning loss through the following strategies:

1. A robust summer school with specific emphasis on reading and math skills for our students identified for extra help in grades K-8.
2. After school programs for all students grades PreK-12, particularly for those who are struggling academically. However, all students are welcome.
3. During the school day supports for our 5th-12th grade students through a dedicated "Guided Study" time. This time utilizes data secured through Fastbridge, STAR, DIBELS, and other assessments to gauge the individual needs of the students.

All three of these supports are provided by our licensed teachers and their para professionals. A broad variety of teachers, with backgrounds in many subjects, have signed on to help with these programs."

Line Item ID: 274-3-0008

**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 Para Salaries

**Account Number**

91502

**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**

This is the paras' salaries, payroll taxes and benefits for paras serving in the summer school programs. These programs are geared to help all students, but especially those with greater need, cope with the learning loss from the Covid 19 pandemic.

<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>	\$6,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
--	---------

<b>Total Expenditures</b>	<u>\$12,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Oakley Public Schools has, and will continue to address, learning loss through the following strategies:

1. A robust summer school with specific emphasis on reading and math skills for our students identified for extra help in grades K-8.
2. After school programs for all students grades PreK-12, particularly for those who are struggling academically. However, all students are welcome.
3. During the school day supports for our 5th-12th grade students through a dedicated "Guided Study" time. This time utilizes data secured through Fastbridge, STAR, DIBELS, and other assessments to gauge the individual needs of the students.

All three of these supports are provided by our licensed teachers and their para professionals. A broad variety of teachers, with backgrounds in many subjects, have signed on to help with these programs."

Line Item ID: 274-3-0009

**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 Teaching Supplies

**Account Number**

91512

**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**

This is for supplies for our student and teachers in the summer school programs. These programs are geared to help all students, but especially those with greater need, cope with the learning loss from the 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>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

Line Item ID: 274-3-0010

**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**

Tech Supplies

**Account Number**

91510

**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**

This is for hardware (Chromebooks, projectors, wireless access points) and software (social emotional assessments and academic assessments) for use with students. The hardware will allow students to better access teachers and/or allow teachers to teach remotely if they are out in quarantine. The software will allow us to better assess how we are doing as we combat the learning loss during Covid.

Chromebooks 10 @ \$250 is \$2500 each year

Projectors 2 @ \$1500 is \$3000 each year

Wireless access points 5 @ \$100 is \$500 each year

Software \$1000 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>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$14,000</u>

**Status**

Task Force Review

Line Item ID: 274-3-0011

**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**

Other Expenses

**Account Number**

91513

**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**

This money is to be used for the additional cleaning supplies, safety supplies, and equipment necessary to sanitize our buildings due to the Covid outbreak. We are split between 4 main buildings, and we can share some equipment, but not always.

2 Autoscrubbers \$9000 each for \$18,000 split between 2023 and 2024

4 corner/edge scrubbers \$500 each for \$2000 split between 2023 and 2024

Cleaning supplies/disinfectant chemicals \$8000 in 2023 and \$11,634 in 2024

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$20,000

**Budgeted Expenditures in SFY 2024** \$23,634

**Total Expenditures** \$43,634

**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 APPLICATION FOR D0284

**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>
Chase County	219 Broadway, Cottonwood Falls, KS 668450569	PO Box 569, Cottonwood Falls, KS 668450569
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Glenna Grinstead	grinsteadg@usd284.org	(620) 273-6303

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Glenna Grinstead	Superintendent	grinsteadg@usd284.org	(620) 273-6303
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Clndy Kelsheimer	cindyk@usd284.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/1448/USD\\_284/2425651/Safe\\_Return\\_and\\_Continuity\\_of\\_Services.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1448/USD_284/2425651/Safe_Return_and_Continuity_of_Services.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?**

All the funds previously received (CARES, SPARKS, KDHE) have helped USD 284 through the pandemic to purchase supplies to keep everyone safe and healthy. This included masks, extra cleaning supplies, air filters, air purification systems, mitigation for buildings, and student technology updates for remote learning. We used the ESSER I & II funds to continue mitigation strategies so that students were able to remain in school the maximum amount of time. ESSER I & II funds were also used to provide additional supplies in classrooms including technology for staff members, furniture that could be easily cleaned, and additional tables and chairs so students could be spaced out in the classroom. In addition, we provided additional funding to teachers through premium pay to help when teachers had to take on extra duties when other teachers were not in the building. We also hired additional staff. One elementary school teacher was added to help reduce class sizes at the elementary school and one student support specialist was added at the junior high/high school to help with the increased social and emotional needs of our students and staff. ESSER III funds will be used for continued funding for the additional staff members, continued premium pay for staff members, additional intervention materials for the MTSS programs in the elementary school and the junior high/high school, for continued access to data monitoring with FastBridge, and other uses. We are also looking into an after-school program or summer school, but that is dependent on staffing; like everyone, we are struggling to hire staff members.

## 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 following areas of support received the most interest from our students:

Emotional/Mental Health

Social Skills (people skills, communication, interactions, behavior)

Employability skills (conversation skills, soft skills, community partnerships, organization)

Math

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. Our District SITE council was active in designing the initial survey, specifically adding in the social skills, employability skills, and physical health options. They were seeing issues with their own children and friends of their children. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following areas addressed in our ESSER plan:

Emotional/Mental Health

Social Skills (people skills, communication, interactions, behavior)

Math

Reading

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.

The Flint Hills Special Education Cooperative assigns a SPED Coordinator to each district in the cooperative. The Special Education Coordinator is part of our administrative team. The SPED Coordinator is actively involved in the discussions and in reviewing the survey data. Additionally, the District Administrator provides feedback to the administrative team about SPED ESSER discussions at the Flint Hills Special Education Cooperative Board of Directors level.

As a result of these meetings, the following have been determined as most important to address in our district:

Additional personnel and support staff to help students with learning loss due to the Pandemic, especially in the areas of social/emotional health.

Additional instructional and intervention materials

Continued and additional support of current staff (trainings, materials, emotional/mental health, etc.)

Time for staff to interact and plan interventions

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 and surveys. One survey indicated areas of learning loss for our students:

Emotional/Mental Health

Social Skills (people skills, communication, interactions, behavior)

Reading

Math

Highlights of the conversations with the union and staff members include:

Staff expressed they would like to see additional staff to help students with learning loss.

They would also like to see personal for help with social emotional issues.

They would also like additional materials to help with learning loss due the pandemic.

Continued support of current staff and awareness of extra duties

Additional conversations with teachers and school administration on the PDC Committee provided the following feedback as needs:

Continued professional development on trauma-informed instruction

Additional professional development on FastBridge (reports and interventions) at CCES

Professional development on MTSS and interventions, particularly math as we look at adding math MTSS.

## **Tribes**

In a review of our student information system, we identified 10 students who reported as members of a tribe. During a focus group meeting with these students and their parents, they indicated the following strategies would be of the greatest benefit to them:

More opportunities for students to experience success

Continued help for students through staff and programs

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

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

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to be meet the needs of students as it relates to their civil rights:

ACLU –Kansas

Kansas Human Rights Commission

Kansas Action for Children

Disability Rights Center of Kansas

Kansas NAACP

Kansas Disability Resources and Advocacy Organizations

We only heard back from 2. One was unidentified in the survey, and the other was the Disability Rights Center of Kansas.

They felt we should provide

additional opportunities for student success including summer learning and after school tutoring programs

additional personnel and instructional materials,

expanded social/emotional learning and mental health services,

additional technology,

teacher professional development to support teacher growth.

### **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**

In reviewing our student information system, we have learned we have more students with disabilities than any of the other categories. We have 2 English Learners, 1 student experiencing homelessness (average one family/year), 1 family who qualifies for migrant, zero student who are incarcerated, and zero children in foster care. We have worked with our students and representatives of these underserved subgroup populations in our school district in developing our ESSER support plan. Additionally, we sent surveys to the following:

Foster Care Local Case worker

Migrant Program Advocate

Although we did not receive any input via the surveys that were sent out to the foster care and the migrant advocate, we did have input via the conversations from local representatives of the other stakeholders. The SPED coordinator, SPED teachers were involved in discussions throughout the 2021-22 school year and also participated in the staff survey. ESL teachers, the ESL para, and ESL parents were all involved to represent English learners. The building homeless coordinators were involved in the discussions. We also conducted parent surveys.

Through the conversations, it was clear the following supports were most needed:

Increased staff to help with support for learning loss due to the pandemic

Increased staff to help with social emotional support of students and staff due to the pandemic

Increased instructional materials and resources due to learning loss as a result of the pandemic

Increased staff development on interventions and programs

You will see that these suggestions are reflective in the plan we developed.

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

The District SITE Council was involved in survey design and in providing feedback. Surveys that were also sent to all parents, staff, and students were also released to the community via a Facebook link. Community Patrons indicated the learning loss areas that needed addressed were as follows:

Social Skills

Emotional/mental health

Math

Employability skills

Reading

Overall, the information we received back was consistent with the feedback we received in the focus groups and in talking with different community individuals.

## **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.**

All staff and students of USD #284 were impacted by COVID-19. When the pandemic first started, the community and school district dealt with fear of the unknown and the changes to our world, Over the next couple of years, we have all dealt with changing information, guidelines, fear, anxiety and even anger. The Chase County School district returned to school in the fall of 2020 with new safety procedures, in person with a few remote learners. We worked through COVID outbreaks and did not have to close school due to COVID throughout the year. We began the 2021 school year in session with no remote learning option. The district only missed a few days of school during the 2021 school year and that was due to winter weather. Generally, the district operated normally while implementing safety protocols due to COVID. Overall, the community and school district adapted the best that they could and continued on.

The biggest notice of learning loss was with social and emotional learning. Parents, students, and staff members saw the impact and reported that. The stakeholders indicated that the following were the areas they/their students were most impacted by COVID:

Emotional and Mental health - 64.4%

Social Skills - 58.9 %

Math - 43.6%

Reading - 34.7%

Every stakeholder group indicated that the emotional and mental health of students was greatly impacted. Our students as a whole were suffering. Subgroups were suffering. The Kansas Communities that Care survey data indicated increased incidents of suicidal thoughts and attempts over the last two years of administration. The data also indicated an increase in depression from prior years. An additional staff member was brought in to help with this at the junior high/high school and the social worker who had been working in both buildings was moved to the elementary school full 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)**

In looking at our test scores from the past several years it is evident that we are still experiencing students who are struggling academically. Teachers in different classrooms are seeing a loss of learning. We used ESSER II money to add an elementary teacher to reduced class sizes. This has positively impacted our students, allowing for more one-on-one instructional time, more effective use of class time, and a focus on social and emotional learning. There is a concerted effort to develop and increase our MTSS program at the JH/HS levels to identify and intervene with those students to regain what was lost and excel so they can graduate on time and either enter the workforce or college and be prepared to succeed. At the elementary level, we are also working to increase our reading MTSS program and to add a math MTSS program. We would like to use ESSER funds to help supplement this endeavor, given the evidence that suggests this would support our students. One area we have noticed lately that has been impacted is phonemic awareness; therefore, we are implementing the Heggerty Phonemic Awareness Program PreK-3 for instruction and grades 4-6 for interventions during the 2022-23 school year.

Nastu, J. (2011). Early intervention and credit recovery programs are helping at-risk students succeed. eSN Special Report: Keeping students on a path to graduation. Retrieved from <http://Nastu.eschoolnews.com/2011/02/22/esn-specialreportkeeping-studentson-a-path>

Oliver, K., Osborne, J., P Bottoms, G., & Anthony, K. (June, 2005). Raising achievement and improving graduation rates: How nine High Schools That Work sites are doing it. Southern Regional Education Board.

Institute for Education Sciences. Foundations in Emergent Literacy Instruction - Institute of Education  
[https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Foundations\\_in\\_Emergent\\_Literacy\\_Instruction\\_Oral\\_Language.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Foundations_in_Emergent_Literacy_Instruction_Oral_Language.pdf).

National Center for Education Evaluation and Regional Assistance: Institute of Education Sciences. Foundational Skills to Support Reading for Understanding in ... US Department of Education, 7 Sept. 2022,  
[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf).

Nunn, Stephanie, et al. "Regional Educational Laboratory Program (REL)." Institute of Education Sciences (IES) Home Page, a Part of the U.S. Department of Education, Regional Educational Laboratory Program (REL), 7AD, <https://ies.ed.gov/ncee/rel/>.

Spear-Swerling, Louise. Structured Literacy and Typical Literacy Practices - Reading Rockets.  
<https://www.readingrockets.org/content/pdfs/structured-literacy.pdf>.

Kilpatrick, David A. "Equipped for Reading Success, A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition." Casey & Kirsch Publishers, 2016, page 13.

Achilles, C. M. (1999). Let's Put Kids First, Finally: Getting Class Size Right. ERIC. Retrieved from <https://eric.ed.gov/?id=ED432057>

Schanzenbach, D. M. (2014). "Does class size matter?" National Education Policy Center. Retrieved from [https://nepc.colorado.edu/sites/default/files/pb\\_-\\_class\\_size.pdf](https://nepc.colorado.edu/sites/default/files/pb_-_class_size.pdf)

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

USD #284 will continue to monitor student growth in academics at all levels. We will evaluate both teachers and curriculum to make sure they are meeting the needs of students, to include those in special populations and those with learning loss. ESSER funds will be used to hire staff, support them with technology and provide curriculum if needed.

We believe the best chance to impact learning loss and the deficits that our students have experienced as a result of the COVID-19 pandemic is to invest in the professional growth and development of our staff here at CCES. We know that there are tools and resources that would be helpful and beneficial to our teachers, but when we consider the factors that have the greatest impact on our students, it is clear. Great teachers facilitate great learning. Because this is true, we will invest ESSER money into the growth and professional learning of our teachers and support staff in the following ways:

Over the next two years, we will invest in the following ways:

Conferences for Staff members:

Conferences for staff members to build competency and confidence in their instructional practices, content knowledge, pedagogy, and professional relationships will lead directly to improved student learning and growth

Professional growth through associations and memberships:

Greenbush Service Center School Improvement Services  
Greenbush Service Center Specialized Learning Services

Professional learning magazines and journals:

The following organizations provide articles, journals and research that will improve instructional strategies to at-risk students as well as those students who have been most affected by the pandemic.

- National Council of Teachers of Mathematics - NCTM
- National Science Teachers Association - NSTA
- National Council for the Social Studies - NCSS
- National Council of Teachers of English - NCTE
- National Association for Music Education - NAFME

Books to deepen content knowledge of teachers such as the following:

- Math Matters: Understanding the Math You Teach, Grades K–8 (Second Edition) by Suzanne H. Chapin and Art Johnson - \$50 each
- What Works in Schools by Robert Marzano
- The Art and Science of Teaching Reading by Marzano and Simms

Social Emotional Learning resources such as the following:

- Connections Over Compliance by Lori L Desautels

Instructional Resources:

We will also invest money in research and evidence-based learning resources to be utilized in our Reading and Math MTSS times in order to meet the learning needs of students most affected by the COVID-19 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 #284 will continue to monitor student growth in academics at all levels. We will evaluate both teachers and curriculum to make sure they are meeting the needs of students, to include those in special populations and those with learning loss. ESSER funds will be used to hire staff, support them with technology and provide curriculum if needed.

We believe the best chance to impact learning loss and the deficits that our students have experienced as a result of the COVID-19 pandemic is to invest in the professional growth and development of our staff here at CCES. We know that there are tools and resources that would be helpful and beneficial to our teachers, but when we consider the factors that have the greatest impact on our students, it is clear. Great teachers facilitate great learning. Because this is true, we will invest ESSER money into the growth and professional learning of our teachers and support staff in the following ways:

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Conferences for staff members to build competency and confidence in their instructional practices, content knowledge, pedagogy, and professional relationships will lead directly to improved student learning and growth

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Greenbush Service Center Specialized Learning Services

Professional learning magazines and journals:

The following organizations provide articles, journals and research that will improve instructional strategies to at-risk students as well as those students who have been most affected by the pandemic.

- National Council of Teachers of Mathematics - NCTM
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- National Council for the Social Studies - NCSS
- National Council of Teachers of English - NCTE
- National Association for Music Education - NAFME

Books to deepen content knowledge of teachers such as the following:

- Math Matters: Understanding the Math You Teach, Grades K–8 (Second Edition) by Suzanne H. Chapin and Art Johnson - \$50 each
- What Works in Schools by Robert Marzano
- The Art and Science of Teaching Reading by Marzano and Simms

Social Emotional Learning resources such as the following:

- Connections Over Compliance by Lori L Desautels

Instructional Resources:

We will also invest money in research and evidence-based learning resources to be utilized in our Reading and Math MTSS times in order to meet the learning needs of students most affected by the COVID-19 Pandemic.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$353,201	\$0	\$353,201	ESSER III Allocations	\$70,641
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$353,201	\$0	\$353,201	Amount Still Needed	\$70,641
In Review Total	\$353,201	\$0	\$353,201	In Review Total	\$132,988
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
284-3-0001	Direct	True	1000	110	16	\$87,645	Task Force Review
284-3-0002	Direct	False	1000	220	16	\$6,750	Task Force Review
284-3-0003	Direct	False	2100	120	10	\$83,066	Task Force Review
284-3-0004	Direct	False	1000	220	10	\$6,397	Task Force Review
284-3-0005	Direct	False	1000	110	16	\$32,000	Task Force Review
284-3-0006	Direct	False	2300	120	16	\$2,000	Task Force Review
284-3-0007	Direct	False	2300	110	16	\$1,000	Task Force Review
284-3-0008	Direct	False	2300	110	16	\$2,000	Task Force Review
284-3-0009	Direct	False	1000	120	16	\$6,000	Task Force Review
284-3-0010	Direct	False	2400	120	16	\$3,000	Task Force Review
284-3-0011	Direct	False	2600	120	16	\$7,000	Task Force Review
284-3-0012	Direct	False	3100	120	16	\$4,000	Task Force Review
284-3-0013	Direct	False	2710	120	16	\$6,000	Task Force Review
284-3-0014	Direct	True	1000	600	12	\$1,858	Task Force Review
284-3-0015	Direct	True	1000	600	12	\$3,017	Task Force Review
284-3-0016	Direct	False	1000	300	10	\$16,000	Task Force Review
284-3-0017	Direct	False	1000	300	16	\$30,000	Task Force Review
284-3-0018	Direct	True	1000	300	12	\$9,500	Task Force Review
284-3-0019	Direct	True	1000	300	10	\$4,000	Task Force Review
284-3-0020	Direct	False	2200	120	16	\$10,000	Task Force Review
284-3-0021	Direct	True	1000	600	12	\$26,968	Task Force Review
284-3-0022	Direct	False	2200	120	16	\$5,000	Task Force Review

## Line Item Details

Line Item ID: 284-3-0001

**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**

Salaries

**Account Number**

27100

**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**

Teacher Salary - The district has added a certified teaching position to lower class sizes for COVID-related safety (smaller cohort and increased physical spacing) and to address learning loss with the elementary with lower achieving students and SPED students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$43,175
<b>Budgeted Expenditures in SFY 2024</b>	\$44,470
<b>Total Expenditures</b>	<u>\$87,645</u>

**Status**

Task Force Review

Line Item ID: 284-3-0002

**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**

FICA

**Account Number**

27125

**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**

Payroll Taxes - SS/MC taxes associated with pay of the additional certified teaching position to lower class sizes for COVID-related safety and to address learning loss in the elementary.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,303
<b>Budgeted Expenditures in SFY 2024</b>	\$3,447
<b>Total Expenditures</b>	<u>\$6,750</u>

**Status**

Task Force Review

Line Item ID: 284-3-0003



**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**

Salaries

**Account Number**

27121

**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**

Student Support Services Salary - The district has hired a student support services person to provide additional social and emotional health services and supports due to social-emotional issues that have arisen due to COVID (suicide, self-harm, abuse, depression, etc) at the 7-12 level. This person will work with other personnel to provide support or to provide group services for K-6 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,919
<b>Budgeted Expenditures in SFY 2024</b>	\$42,147
<b>Total Expenditures</b>	<u>\$83,066</u>

**Status**

Task Force Review

Line Item ID: 284-3-0004

**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**

FICA

**Account Number**

27125

**Function Code**

1000 - Instruction

**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**

Payroll Taxes - SS/MC taxes associated with pay of the student support services person added to provide additional social and emotional health services and supports due to social-emotional issues that have arisen due to COVID (suicide, self-harm, abuse, depression, etc.) at the 7-12 level. This person will work with other personnel to provide support or to provide group services K-6 as needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,130
<b>Budgeted Expenditures in SFY 2024</b>	\$3,267
<b>Total Expenditures</b>	<u>\$6,397</u>

**Status**

Task Force Review

Line Item ID: 284-3-0005

**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**

Salaries

**Account Number**

27100

**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**

\$500 Premium Pay - A \$500 payment for all 32 certified teachers to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
<b>Total Expenditures</b>	<u>\$32,000</u>

**Status**

Task Force Review

Line Item ID: 284-3-0006

**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**

Salaries

**Account Number**

27123

**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**

\$500 Premium Pay - A \$500 payment for all classified staff members (2 district office personnel in this category) to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the school year in response to academic and social-emotional learning loss and well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<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: 284-3-0007

**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**

Salaries

**Account Number**

27150

**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**

\$500 Premium Pay - A \$500 payment for district administration to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<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: 284-3-0008

**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**

Salaries

**Account Number**

27160

**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**

\$500 Premium Pay - A \$500 payment for 2 building administrators to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased 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.

<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: 284-3-0009

**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**

Salaries

**Account Number**

29010

**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**

\$500 Premium Pay - A \$500 payment for all classified staff members (6 Classroom Instructional paras/professional positions in this category) to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<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**

Task Force Review

Line Item ID: 284-3-0010

**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**

Salaries

**Account Number**

27124

**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**

\$500 Premium Pay - A \$500 payment for all classified staff members (3 building office personnel in this category) to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<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: 284-3-0011

**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**

Salaries

**Account Number**

27170

**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**

\$500 Premium Pay - A \$500 payment for all classified staff members (7 Custodial-Maintenance positions in this category) to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$3,500
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review

Line Item ID: 284-3-0012



**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**

Salaries

**Account Number**

27180

**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**

\$500 Premium Pay - A \$500 payment for all classified staff members (4 Cooks in this category) to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<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>	\$4,000

**Status**

Task Force Review

Line Item ID: 284-3-0013

**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**

Salaries

**Account Number**

27190

**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**

\$500 Premium Pay - A \$500 payment for all classified staff members (6 Transportation workers in this category) to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<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**

Task Force Review

Line Item ID: 284-3-0014

**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**

Supplies

**Account Number**

27105

**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**

Heggerty is an intervention program that will be used as an instructional program for all K-3 students and as an intervention program for grades 4-6 for phonics during the 22-23 school year. Phonemic awareness and instruction have been greatly impacted by COVID and the loss of instructional time that comes with the pandemic. After the 22-23 school year, it will be used for intensive intervention for students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,858
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,858</u>

**Status**

Task Force Review

Line Item ID: 284-3-0015

**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**

Supplies

**Account Number**

27105

**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**

Multiple year screening subscription for FastBridge to monitor reading, math, and behavior/SEL progressions over a three year period to develop a data plan rooted in tiered instructional support for all grades K-12. This will provide consistent and usable data districtwide and allow for monitoring between levels and buildings. This will cover the 2022-23, 2023-24, and 24-25 school years. The subscription is paid for with ESSER funds and refund from last year after we paid the full price. The price is reduced due to an agreement with KSDE and Illuminate Education through a state contract.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,017
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,017</u>

**Status**

Task Force Review

Line Item ID: 284-3-0016

**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**

Professions Svs.

**Account Number**

27120

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL  
AND TECHNICAL 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**

Trauma-informed profession development for teachers, administrators, social worker, and student support specialist. James Moffett, JM Educaiton Consulting, will work with the staff on implementation of trauma-informed practices in working with students. He will spend at least 2 days in 2022-23 and 2 days in 2023-24 working with the staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$8,000
<b>Total Expenditures</b>	<u>\$16,000</u>

**Status**

Task Force Review

Line Item ID: 284-3-0017

**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**

Professions Svs.

**Account Number**

27120

**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 are investing in our current staff through professional growth and development. This funding will be used for conferences/workshops for teachers and administrators, professional learning magazines and journals, and books for book studies covering numerous areas including instructional interventions, social-emotional learning, and other areas impacted by COVID.

<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**

Task Force Review

**Line Item Comment from KSDE**

From narrative: Over the next two years, we will invest in the following ways:

Conferences for Staff members:

Conferences for staff members to build competency and confidence in their instructional practices, content knowledge, pedagogy, and professional relationships will lead directly to improved student learning and growth

Professional growth through associations and memberships:

Greenbush Service Center School Improvement Services  
Greenbush Service Center Specialized Learning Services

Professional learning magazines and journals:

The following organizations provide articles, journals and research that will improve instructional strategies to at-risk students as well as those students who have been most affected by the pandemic.

- National Council of Teachers of Mathematics - NCTM
- National Science Teachers Association - NSTA
- National Council for the Social Studies - NCSS
- National Council of Teachers of English - NCTE
- National Association for Music Education - NAFME

Books to deepen content knowledge of teachers such as the following:

- Math Matters: Understanding the Math You Teach, Grades K–8 (Second Edition) by Suzanne H. Chapin and Art Johnson - \$50 each
- What Works in Schools by Robert Marzano
- The Art and Science of Teaching Reading by Marzano and Simms

Social Emotional Learning resources such as the following:

- Connections Over Compliance by Lori L Desautels

Instructional Resources:

We will also invest money in research and evidence-based learning resources to be utilized in our Reading and Math MTSS times in order to meet the learning needs of students most affected by the COVID-19 Pandemic.

**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**

Professions Svs.

**Account Number**

27120

**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**

Greenbush School Improvement Services ? Due to existing and expected learning loss, the district will need to provide professional development for certified and classified staff members for 7-12 MTSS, for Fastbridge testing and implementation, for social-emotional supports, and in other areas. The training will be used to address strategies and content areas shown as needs based on assessment data. The Greenbush Educational Service Center will work with us to meet these needs throughout the school year and will be offered in addition to our typical program usage.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,750
<b>Budgeted Expenditures in SFY 2024</b>	\$4,750
<b>Total Expenditures</b>	<u>\$9,500</u>

**Status**

Task Force Review

Line Item ID: 284-3-0019

**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**

Professions Svs.

**Account Number**

27120

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL 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**

Greenbush Specialized Learning Services - Due to the existing trauma, the district will need to provide professional development for certified and classified staff members on crisis coordination, de-escalation of students, mindfulness in staff and students, learner differences, mental health first aid and a number of other areas. The service center will work with us to meet these needs throughout the school year and will be offered in addition to our typical program usage.

<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**

Task Force Review

Line Item ID: 284-3-0020

**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**

Salaries

**Account Number**

27122

**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**

Substitute Pay - The money will be used for weekly MTSS planning for Title I paras and teachers in multiple grades. The daily schedule does not allow for a common planning time for teachers of grades 4-6 and Title I paras. Each week, a substitute will be hired to help monitor students while teachers plan for and work with paras for the upcoming week of MTSS interventions during one afternoon. The money will also be used to pay substitutes for teachers who are out of the classroom due to professional development workshops to aid in learning loss and social-emotional learning.

<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**

Task Force Review

Line Item ID: 284-3-0021

**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**

Supplies

**Account Number**

27105

**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 will invest money in research and evidence-based learning resources to be utilized in our Reading and Math MTSS times in order to meet the learning needs of students most affected by the COVID-19 Pandemic. MTSS intervention materials will be purchased to address learning loss in reading and math for Tier 2 and Tier 3 students. We will particularly focus on the 7-12 levels due to limited resources at that level, but intervention materials will be purchased for all levels. When possible, training will be included in the purchase so that teachers are effectively using these intervention materials for our K-12 Tier 2 and Tier 3 students. Some materials we are purchasing will be Read Naturally (<https://www.readnaturally.com/>), REWARDS Reading Intervention Program (<https://www.voyagersopris.com/products/reading/rewards/overview>), and Wilson Reading System (<https://www.wilsonlanguage.com/programs/wilson-reading-system/>). We are still researching other materials to purchase depending on the needs of the Tier 2 and Tier 3 students during this school year and next school year and as we add more Math MTSS to our program.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$6,968**Total Expenditures** \$26,968**Status**

Task Force Review

**Line Item Comment from KSDE**

Please be specific about what resources are being purchased.

from narrative: We will also invest money in research and evidence-based learning resources to be utilized in our Reading and Math MTSS times in order to meet the learning needs of students most affected by the COVID-19 Pandemic.

Line Item ID: 284-3-0022



**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**

Salaries

**Account Number**

27122

**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**

\$500 Premium Pay - A \$500 payment for all classified staff members (5 Instructional Support positions in this category) to prepare for, and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the school year in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic.

<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>	\$2,500
<b>Total Expenditures</b>	\$5,000

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0297

**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>
St Francis Comm Sch	100 S. College Street, St Francis, KS 677561110	PO Box 1110, St Francis, KS 677561110
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Mark Penka	mpenka@usd297.org	(785) 332-8182

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Mark	Penka	mpenka@usd297.org	(785) 332-8182

## 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.usd297.org/vnews/display.v/ART/612933e235381?in\\_archive=1](https://www.usd297.org/vnews/display.v/ART/612933e235381?in_archive=1)

## 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 plan is to be able to have fresh air circulate through the building to try to keep people healthy. Research shows that students have good attendance have better grades and score better on standardized tests. The plan is to utilize the windows to keep the children healthy and at school.

The plan is to have comfortable water in the bathrooms for anyone using the facilities to have hot water to wash their hands. This would help to combat the spread of germs, combat the spread of illnesses, and even the spread of 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

The District Leadership Team met with student organizations and various students within the district to help formulate a plan for spending Essers Money. All students had the opportunity to attend the meetings and make suggestions. The students gathered information and brought a proposal with several ideas on what would be best for the school in the long term. Several ideas were presented, and discussions were taken to the site council meetings. A survey was created and shared with students via email after the various meetings, where students had an opportunity to vote on the proposed items.

## **Families**

The District Leadership Team met with the site council in the spring, and they were tasked with gathering ideas from community members on how the money would best be spent. The site council brought proposed ideas to the meeting, looked at the board and students' ideas, and helped spread the word on what was being considered. The proposed ideas were shared during one of the meetings, and sharing feedback from student organizations, teachers, administration, and board ideas; the list was created for the committees to vote upon. The main ideas came down to air conditioning, windows, and hot water in all bathrooms within the district. The high school and the grade school had older bathrooms that the Junior High and K-3 utilized that only had cold water. After reviewing the data, many individuals voted to spend the money to get hot water in the bathrooms (90%). Administration and board members also had an opportunity to host a public forum before a board meeting. Unfortunately, very few community members were able to attend.

## **School and District Administrators including Special Education Administration**

All administrators (3) had a hand in developing the ESSER III plan; thus, the plan was approved. 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. The three building administrators have contributed their thoughts and ideas and expressed 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 focus on our ESSER III plan to send out surveys.

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

We had several Esser-specific staff meetings within the district, and the teachers also had availability to the District Leadership Team that was directly working with the students, site council, and administration. Having fewer than 25 teachers within the district, it was very easy to get feedback from all the teachers. The teachers shared many ideas and worked collaboratively with each other and the different groups to devise a plan that everyone would be happy with. That was a very large benefit to being a small district with fewer than 1,000 in district. Getting feedback and working together proved to be very beneficial to the meetings.

There was overwhelming support for windows and hot water within the district. Air conditioning had very little support amongst the staff, administration, community members, and several students.

## **Tribes**

Although the district is unaware of any Tribal residents in the community, we currently do not have any students who identify as Native American in our school information system. Everyone had an opportunity to share with the committees. Being a very small district with fewer than 280 students and less than 1,000 families, it was easy for the district to allow everyone to share their thoughts.

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

Contact was made with NKESC, and ideas such as Additional summer programs, additional support in the classroom, Increases in behavioral support, and Assistive technology. Para-educators give students with disabilities their best opportunity to achieve success and additional aids for the classroom. Through our ESSER III application, USD 297 plans to incorporate several interventions to assist students with disabilities, including summer school programs and additional aids and paraprofessional personnel.

Other external resources that there were no responses from are as follows: ACLU-Kansas, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center for Kansas, and Kansas NAACP.

## **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 NKESC to ensure all students with disabilities, as well as inviting teachers and parents of these students to meetings and to complete the survey. We also spoke in person to several of our Foster Families who supported the below interventions. These representatives felt the following would benefit students through these communications: Summer Programs, Counselor Professional development in SEL. However, all other groups had respondents representing their voices in our ESSER III plan.

English Learners were reached out to within the district, and we have very few; 97.8% of our population speak English as the primary language. They were in favor of better air quality.

Homeless and migrant students were contacted, and we had no response. They were emailed the link to fill out the google forum. Also, remind application is where we notify students and parents about what is taking place within the district was sent out to ask parents to fill out the google forum. This was sent out on two occasions. Despite the notifications, none of them responded to the google forum or attended the meeting.

We currently do not have any children who are incarcerated.

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

The district conducted a public forum that was open to the public to review the ESSER III plan in the spring of 2021. To further get input from stakeholders, community surveys were conducted and posted to encourage community input. There were very few responses to the survey. The most requested items of the survey revealed that: Summer tutoring programs. Additional personnel (instructional), Additional instructional materials and resources, new windows for the entire district, and hot water in all bathrooms within the district. These have all been considered 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.**

Our data indicates that no one group was more impacted more than any group. The lower elementary showed the biggest gaps in data. Our fast bridge testing did show that the lower elementary struggled the most with letter identification and phonemic awareness. The current third grade or kindergarten class from 2020 showed the biggest need for targeted assistance. To help combat this, we will offer summer school and hiring aids to help the students close the gap on learning loss. This money is not yet been requested. Among all age groups and populations, we have noticed a decided increase in absenteeism, likely from the unintended (and incorrect) message received by learners that school attendance was not impactful on their grades and general academic performance. We believe, though we do not have scientific data to underpin this claim, that a general apathy among non-college-bound students has arisen since Covid became a player in our school's decision-making. An increase in office discipline referrals was noted in the junior/senior high school in the two years since the Covid shutdown. We have hired a new counselor in both buildings (grade school and junior/senior high school) to provide more support for students who suffer from mental health issues. The benefit of these new counselors has been a leveling off of office discipline referrals and, if our current-year data is to be believed, a measurable decrease in such referrals.

**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)**

I currently have not requested any Esser III money towards loss of learning. One of the areas that we will be spending the money on will be Summer School and the purchasing of the curriculum. The evidence-based curriculum we will purchase is Everyday Math; Second Step, Read Naturally, and Starfall for Pre-K-5 students. For the 6-12 students, we will purchase and implement Read Naturally "Live" -6-9, Read Naturally-6-10, Functional Behavior Assessment-based Interventions, Dual Enrollment, and Credit Recovery.

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

I will be requesting money shortly to help pay for summer school, curriculum, and additional support staff to address the learning loss. The remainder of the money will be spent on HVAC.

**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.**

After paying for certified staff and purchasing the curriculum for the summer program, it should take most of the Essers III money to pay for this. We are still currently looking for aids to be able to assist us, and that will take the remainder of the money to pay for. Then we will pay for the remainder out of our general fund.

Though we do not have scientific data to underpin this claim, we believe that general apathy among non-college-bound students has arisen since Covid became a player in our school's decision-making. Office discipline referrals were noted in the junior/senior high school two years since the Covid shutdown. We have hired a new counselor in both buildings (grade school and junior/senior high school) to provide more support for students who suffer from mental health issues.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$440,247	\$0	\$440,247	ESSER III Allocations	\$88,050
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$440,247	\$0	\$440,247	Amount Still Needed	\$88,050
In Review Total	\$351,135	\$0	\$351,135	In Review Total	\$0
Amount Left	\$89,112	\$0	\$89,112	Amount Still Needed	\$88,050

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
297-3-0001	Direct	False	4500	430	13	\$231,135	Task Force Review
297-3-0002	Direct	False	4500	430	13	\$120,000	Task Force Review

## Line Item Details

Line Item ID: 297-3-0001

**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**

Federal Funds - Essers

**Account Number**

77-4595

**Function Code**

4500 - New Building Acquisition and Construction

**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**

USD 297 plans to use all of the Esser II funds and part of Esser III to be spend on windows for both buildings in the district. Several windows are either unable to open or are in poor condition to open. We feel that allowing teachers to be able to open windows for fresh air would help keep students healthy by allowing fresh air to flow through the buildings. Research has shown that keeping students healthy and in the classroom is the best practice for providing quality education to all students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$231,135
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$231,135

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Per narrative, "The plan is to be able to have fresh air circulate through the building to try to keep people healthy. Research shows that students have good attendance have better grades and score better on standardized tests. The plan is to utilize the windows to keep the children healthy and at school."

Line Item ID: 297-3-0002

**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**

Federal Funds - Essers

**Account Number**

77-4595

**Function Code**

4500 - New Building Acquisition and Construction

**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**

USD 297 plans to use a portion of the Essers III money are installing hot water lines in both the Jr/Sr high building, and the elementary building. Several of the bathrooms do not have hot water lines and they plan is to install them. The total cost towards installing the hot water lines is \$125,758. They will address Covid-19 by allowing students to do a more thorough job of washing their hands by having a more comfortable temperature. This will help to combat sickness, including Covid-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$120,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$120,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Per narrative, "The plan is to have comfortable water in the bathrooms for anyone using the facilities to have hot water to wash their hands. This would help to combat the spread of germs, combat the spread of illnesses, and even the spread of Covid-19."



# ESSER III APPLICATION FOR D0332

**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>
Cunningham	104 W 4th, Cunningham, KS 670350067	PO Box 67, Cunningham, KS 670350067
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Robert Reed	robert.reed@usd332.com	(620) 298-3271

## 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>
Robert Reed	Superintendent	robert.reed@usd332.com	(620) 298-3271

<b><u>Other District Representative 1 - Name</u></b>	<b><u>Other District Representative 1 - E-mail Address</u></b>
Stacy Webster	stacy.webster@usd332.com

<b><u>Other District Representative 2 - Name</u></b>	<b><u>Other District Representative 2 - E-mail Address</u></b>
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## 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.usd332.org/vnews/display.v/SEC/District%20Information%7CDistrict%20Plan%20for%20Safe%20Return>

## 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 have had in-person learning throughout the pandemic except for the mandatory closure at the beginning. We have had success using CDC-recommended practices for safety, including optional mask-wearing, social distancing when able, constant sanitization of buildings, and monitoring of symptoms. We will continue to do so. Funds will continue to be used for constant sanitization of buildings and any other updated guidelines that our local health department may recommend. We will use these funds to continue to provide supplies in the classroom for frequent cleaning. We will also continue to provide hand sanitizing stations around the school and at school events. These funds will also provide supplies for cleaning staff for restrooms and high-traffic areas. We continue to work with our local health department and follow local guidance on health guidance.

## 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**

Our ESSER survey was sent out in an email, on Facebook, and posted to our website. We had 169 total responses from all groups. The district administration also met with the student council to receive input on how funds should be spent. We had 108 students respond to the survey. The top 3 responses for needs were 1) Provide additional technology 2) After school programs 3) Extracurricular activities.

### **Families**

Our ESSER survey was sent out in an email, on Facebook, and posted to our website. We had 169 total responses from all groups. Parents/families were 50 of the 169 respondents. Parents are also part of our Site council and Booster club. We presented at meetings for both of these groups seeking input for our plan.

### **School and District Administrators including Special Education Administration**

In our district, we have 2 administrators. Superintendent/PK-6 Principal and 7-12 Principal. We meet on a daily basis to discuss what is best for students. At our Superintendent Special education coop meeting, we regularly discuss how ESSER funds are spent.

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

Our ESSER survey was sent out in an email, on Facebook, and posted to our website. We had 169 total responses from all groups. The ESSER plan was discussed with the teacher during staff meetings and inservice. We do not have any unions represented in our district. Top 3 responses from the survey 1)additional staff for intervention 2) after-school programs 3) additional instructional material

### **Tribes**

We do not have any local tribes in our area. On June 28, 2022, an email was sent to the Kansas Kickapoo Tribe with a link to our ESSER survey. As of the time of submission of this application, there has not been a response.

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

We do not have any local Civil Rights organizations in our area. On July 5th, 2022, an email was sent to Kansas Action for Children with a link to our ESSER survey.

These were their comments: Early Learning & Child Care

Research clearly shows that when children participate in high-quality child care and early learning opportunities, they are more prepared to enter kindergarten ready to continue learning. They also have better health outcomes, extending into adulthood. So, I suggest considering how ESSER funds could support programming for 3 and 4-year-olds so that they're less likely to fall behind academically.

You might be considering retention pay for teachers and staff. Another way to retain staff could be making sure they have child care so that they can be the best, most focused teachers possible during the pandemic. We know that child care is the root of many workforce challenges right now—people can't find it and when they do, it's unaffordable.

Family Support & Nutrition

For your plan, consider the home environment to which students return. Can they put food on the table? Can they pay utilities or afford rent? Do they need support from a social worker? Students will perform better academically when they're not hungry and worried about their home life. The stress created by financial insecurity can be enormous for everyone in the family.

Does your food service program need to change in response to the pandemic? I know the USDA is allowing all kids to access free breakfast and lunch, but are there other considerations that help address food security with students and their parents?

Those are the issues that seem top of mind for me.

## **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 ESSER survey was sent out in an email, on Facebook, and posted to our website. We had 169 total responses from all groups. Cunningham only has students in the children with disabilities and other underserved students. Our district do not have any students that fit into any other of the listed areas. We had 50 parents respond to the survey. This includes parents from this group. We only had 6 checked off in this category. The top responses were 1) after-school programs 2) professional development for teachers 3) additional staff for academic intervention. 4) Expand social-emotional learning

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

Our ESSER survey was sent out in an email, on Facebook, and posted to our website. We had a total of 169 responses from all groups. Only 10 surveys were received from the community.

## **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.**

Due to the rural demographics of our district, many students had issues with accessing the digital resources that we offered during remote learning. Several students did not complete work and their grades suffered because of this issue. Some students had to be brought in to school for one-on-one learning to address missing assignments and learning loss while their peers were in remote learning due to their failure to be able to access the internet or to turn in assignments because of poor parental support. Several students missed speech services, para, or resource support because they did not have internet access or parental support. We have had in-person learning throughout the pandemic except for the mandatory closure at the beginning.

**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 plan to offer summer school for the next two years in grades K-8. The summer school will focus on reading and math skills for these students. Students will be selected to attend by state assessment scores, local assessment scores, and teacher recommendations. For this program, we will be using Lexia (Tier 1), Accelerated Reading (Tier 1), and Pathways To Reading. For Math, we will be using Accelerated Math (Tier 1) and enVisionMATH (Tier 2). In grades 9-12 we will be offering credit recovery for students that did not pass courses during the school year. We plan to use 4 to 5 teachers for Elementary and 1 teacher for HS to teach summer school. The district will develop an afterschool program to help students 3 days a week who are below benchmark in math and reading in grades K-6. We plan to use 3 to 4 staff to support this after-school program. The district plans to hire a full-time Title para to assist the Title teacher with small groups and individual pull-out instruction for students. We currently only have a Teacher and no para in our current program. This para will support MTSS groups in Reading and math using the evidence-based programs stated above that we will use for our summer school program.

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

The district will use the remaining funds to provide professional development to staff. The district will send teachers to RTI and/or Curriculum (national and local) conferences to help teachers provide instruction for learning loss. The district also plans to use funds to provide technology to staff if they have to remote work. The district plans to use funds to retain our social worker to provide mental health support to students. The district plans to start an after-school program to provide reading and math support to students who need extra support. Plans to update our computer-based accounting to a web/cloud system so our board clerk and High school account person can remotely work in case of a shutdown or quarantine. Our current system is only on the desktop computers they are loaded on.

**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.**

District and Building leadership teams will review student data quarterly to ensure students are showing growth with the interventions we are using. These teams will continue to meet with parent and student groups to ensure they feel students' needs are being met. This information and data will be shared with the School board.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$173,487	\$0	\$173,487	ESSER III Allocations	\$34,698
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$173,487	\$0	\$173,487	Amount Still Needed	\$34,698
In Review Total	\$173,487	\$0	\$173,487	In Review Total	\$68,487
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
332-3-0001	Direct	True	1000	120	12	\$40,000	Task Force Review
332-3-0002	Direct	False	1000	653	9	\$22,000	Task Force Review
332-3-0003	Direct	True	1000	110	12	\$28,000	Task Force Review
332-3-0004	Direct	False	1000	330	6	\$15,000	Task Force Review
332-3-0005	Direct	False	1000	321	11A	\$25,000	Task Force Review
332-3-0006	Direct	False	1000	100	10	\$33,000	Task Force Review
332-3-0007	Direct	False	1000	650	9	\$10,000	Task Force Review
332-3-0008	Direct	True	1000	120	12	\$487	Task Force Review

## Line Item Details

Line Item ID: 332-3-0001

**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**

Non-Certified Salaries

**Account Number**

97-1000-120-00

**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**

Title Para

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: The district plans to hire a full-time Title para to assist the Title teacher with small groups and individual pull-out instruction for students. We currently only have a Teacher and no para in our current program. This para will support MTSS groups in Reading and math.

Line Item ID: 332-3-0002

**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**

Software

**Account Number**

97-1000-653-00

**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**

Accounting Software-The district's current accounting software is only accessible on the two desktop computers it is loaded on. With this update, the software will be cloud-based. This will allow office staff to access the software from home to do payroll and pay bills if there was a shutdown or they were quarantined because of COVID. This update is for our Board clerk and office secretary that handles building/club accounts.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$22,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$22,000</u>

**Status**

Task Force Review

Line Item ID: 332-3-0003

**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**

Regular Certified Salaries

**Account Number**

97-1000-110-00

**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 salaries- Summer school is the first two weeks (10 days) in August for k-8 students. It runs 8-11:30 each day. We offer snacks and provide transportation for students. For HS students summer school is the month of June 8-12 pm each day. We have one teacher for the HS summer school. We will have 5 teachers for the K-8 group. We have one bus driver for transportation. 7 total staff will be used for summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$13,250
<b>Budgeted Expenditures in SFY 2024</b>	\$13,250
<b>Total Expenditures</b>	<u>\$28,000</u>

**Status**

Task Force Review

Line Item ID: 332-3-0004

**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**

Professional Employee Training and Development Ser

**Account Number**

97-1000-330-00

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**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**

Professional Development- The district plans to send our elementary teachers (8) to an RTI (Response To Intervention Conference). The district will use these funds to provide transportation and conference fees. At the RTI conference, teachers will learn to -move beyond survival mode and prepare both new and veteran teachers to support students who have fallen behind grade-level expectations

- Create and target time in your master schedule for interventions, intensive remediation, and extension
- Identify grade- or course-specific essential content, skills, and behavior
- Acquire practical solutions to current roadblocks and challenges that your school is facing
- Apply research-based behavior/SEL interventions
- Forge team bonds and comradery as you work to craft an intentional intervention plan that explicitly articulates actionable steps
- Effectively deal with resistance
- Create and propel productive habits and routines to ensure every student's learning needs are met
- Create a school leadership team to steer the shift to a culture of collective responsibility
- Develop a culturally responsive plan for English learners and underserved students
- Build a highly effective Tier 1 in the classroom
- Gain proven intervention strategies for math and literacy
- Build a schoolwide intervention team to address complex issues such as motivation, attendance, and behavior
- Stay focused as new challenges arise
- Explore a method for aligning instruction and assessments with a laser focus on prioritized standards
- Gain ideas for actively connecting students to their goals for learning
- Teach students agency and ownership of their learning

The district would like to send 7-12 staff to the ISTE conference. This will provide transportation, hotel, and conference fees for staff that will attend. ISTE is most well known for creating a set of technology learning and teaching standards for teachers, students, educational leaders, and coaches. The goal of this conference is to provide teachers guidelines that help them to create and utilize the most effective technology learning environment possible in the event a staff member or student is quarantined or another shutdown happens as a result of COVID.

<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>	<u>\$15,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: The district will use the remaining funds to provide professional development to staff. The district will send teachers to RTI and/or Curriculum (national and local) conferences to help teachers provide instruction for learning loss.



Line Item ID: 332-3-0005

**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**

Instructional Programs Improvement Services

**Account Number**

97-1000-321-00

**Function Code**

1000 - Instruction

**Object Code**

321 - Instructional Programs Improvement 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**

After School program

<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 Comment from KSDE**

from narrative: The district will develop an afterschool program to help students 3 days a week who are below benchmark in math and reading in grades K-6. We plan to use 3 to 4 staff to support this after-school program.

Line Item ID: 332-3-0006

**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**

Regular Certified Salaries

**Account Number**

97-1000-110-00

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - 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**

Social Worker Salaries

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$16,500**Budgeted Expenditures in SFY 2023** \$16,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$33,000**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: The district plans to use funds to retain our social worker to provide mental health support to students.

Line Item ID: 332-3-0007

**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**

Supplies-Technology Related

**Account Number**

97-1000-650-00

**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- The district plan to purchase 3 interactive boards for teachers to use for students who are quarantined at home. They will be able to save what they do on the board to send to the students who are quarantined. With the remaining funds the district will purchase a 10-pack of iPads with the cellular service option to send home with students who do not have access at home and are quarantined with COVID. The district will also purchase the cellular service as needed for the students.

**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**

Task Force Review

Line Item ID: 332-3-0008

**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**

Non-Certified Salaries

**Account Number**

97-1000-120-00

**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**

Title para salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$487
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$487</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This is benefits for line 001

# ESSER III APPLICATION FOR D0339

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>
Jefferson County North	310 5th Street, Winchester, KS 660974902	310 5th Street, Winchester, KS 660974902
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Brad Kempf	bkempf@usd339.net	(913) 774-2000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Brad Kempf	Superintendent	bkempf@usd339.net	(913) 774-2000

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Rose Welch	rwelch@usd339.net

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
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## 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/817291/Return\\_to\\_School\\_Plan\\_JCN.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/817291/Return_to_School_Plan_JCN.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?**

Between supporting testing, communicating with parents and staff regarding quarantines, monitoring symptoms, and spreading within the building there is an additional burden on staff. In addition, we continue to need a steady supply of PPE to ensure supplies if waves of the virus continue. We continue to need additional supplies of sanitizer sprays and wipes. We also purchase extensive supplies of hand sanitizer. Additional help is needed in the food prep and serving areas to accommodate additional precautions for food service. Additionally, working with the County Health Department to know what actions to take if the virus increases in spread and contagiousness.

## 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, USD339 principals conducted a survey and hosted focus groups with students to determine their highest levels of need for instruction and support. There were also students that participated in the district-wide ESSER survey. The surveys were sent out in an email, posted on social media, and provided a link on our webpage. The following supports received the most interest from our students: After-school academic help. The students stated this has helped them to complete work and get additional support for academic needs. Additional instructional material and resources for classes. Students wanted to ensure classes have everything needed for better learning opportunities. Additional technology, access, and support. Technology ranked high among secondary students. Offering additional extracurricular opportunities. Students wanted more opportunities to get involved. Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

### **Families**

We have worked with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building site council and leadership teams. 72% of respondents to the district-wide survey were parents of our students. Families were also encouraged to attend site council and board of education meetings to provide input on how to use the ESSERIII funds. Through those surveys and conversations, it was clear that parents are most interested in seeing the following items show up in our ESSER plan Use funds to have smaller class levels at the lower grades to support students in PK-3 and ensure they meet grade level expectations. Additional personnel and staff support for academic intervention. Additional behavioral support, and intervention training to meet student needs. Expanded social and emotional learning and mental health services in our buildings. Offering additional extra-curricular activities for students that are behind academically. Offering more teacher professional development to support teacher growth. Providing additional technology for student use, and facility upgrades that support student health needs. You will see that these suggestions from parents are reflected in the plan we developed. These have been taken into consideration and are part of your ESSERIII plans.

### **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations at the building and district levels. The administrative meetings include our Keystone Learning co-op executive director and director of special education. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as the most important to address in our district: District and building administrators understand the need to keep classes low at the PK-3 grade levels. This provides the need for intervention in core classes to ensure the students are ready academically. It is important to have additional personnel and staff support for academic intervention and additional behavioral support and interventions.

Curriculum updates, additional instructional materials, and resources (software, textbooks, curriculum, etc.) to ensure we are meeting the needs of the students. Expanded social and emotional learning and mental health services, Offering more teacher professional development to support teacher growth. Provide professional development opportunities for staff to learn intervention strategies and identification of students needing extra support. You will see that this information plays a prominent role in our ESSER plan. Special education administration believes working on general education interventions, tier 1 and 2 support, and special education accommodations/modification through the use of ESSER funding will help close learning gaps for special education students and lead to fewer special education assessments and identification. These have been taken into consideration and are part of your ESSERIII plans.

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

The USD worked directly with teachers in site council meetings and other ESSER-specific meetings as feedback were gathered. We provided a district-wide survey to address funding, subgroups, and the local needs of students and the community. 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. Due to the challenges of retaining a highly qualified staff through the pandemic, the USD339 Board of Education and local NEA agreed on September 12, 2022, that some ESSER funds should be devoted to assisting in the highering and maintaining of a highly qualified classified and certified staff to meet the need of students. Highlights of these collaborative discussions on how to use the funds included but were not limited to: Premium pay for teachers and the classified staff was important for the teachers union. They want to use ESSER funds for recruitment and retention strategies to ensure every student has a highly qualified and trained teacher to support all students. Continuing opportunities for students to receive after-school tutoring and academic support. Lower class sizes and interventionists to help classroom teachers make greater academic gains from loss caused by the pandemic. Provide additional preschool aide to ensure school readiness. Academic field trips and extended learning opportunities. Focus on providing opportunities to work with small groups of instruction for intervention and assess all curricula. These have been taken into consideration and are part of your ESSERIII plans.

## **Tribes**

Based on the Tribal Leaders Directory, USD 339 does not have any federally- or state-recognized tribes within our boundaries. Currently, four students at the high school level and one USD339 staff member identify as Native American. USD reached out directly to these students, families, and staff members to engage them in a conversation on the use of ESSER funds. Through these communications, the needs most expressed were staff training to meet social-emotional needs, academic trip opportunities, and additional academic support after school. The families were encouraged to attend site council meetings as well as reply to the district ESSER survey. These have been taken into consideration and are part of your ESSERIII plans.

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

The district reached out to the organization Kansas Action for Children (KAC) for feedback regarding suggestions to best meet the needs of students as it relates to their civil rights. While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit all populations of our students including teacher retention, student nutrition, and technology to support all students. Some of these suggestions have special programs already in the district others were included in our ESSER III application and would support their interest: Recruitment and retention stipends for staff. Curriculum updates, additional instructional materials, and resources (software, textbooks, curriculum, etc.) to ensure we are meeting the needs of the students with technology for access for all students. Intervention programs such as many listed on the KSDE evidence-based practices are being evaluated and purchased to ensure students needing extra support (such as Free and Reduced and homeless) will close academic gaps caused by the COVID-19 pandemic. These have been taken into consideration and are part of your ESSERIII plans.

## **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. We have conducted group conversations and deployed an interest survey that involved Special Education Teachers, Counselors, Keystone Co-Op representatives, and parents who represent children with educational disabilities, children in foster care, and other underserved students. Currently, USD339 does not have any students identified as migrant, ELL, homeless, or incarcerated. It was clear that the following supports were most needed: Interventionists to help students close behavioral and academic gaps caused by the pandemic. Additional staff for lower class sizes, additional teacher aides, and social workers. After-school tutoring and academic assistance for students.

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

USD 339 reached out to the public in multiple ways including a social media campaign providing information on the ESSER survey, flyers on ESSER information at ball games and at local businesses and city buildings. USD339 also hosted a public open meeting to discuss how to use ESSER funding. After collecting feedback and survey data from our stakeholder groups we provide time to analyze the data and determine how to use the feedback for our ESSER III plan. The analysis was provided to administration, building leadership teams, and site councils. Students were chosen by the building administrators and obtained their input on possible proposals after parents were notified. KSDE provided several options for civil rights organizations and tribal leaders options that we could contact and ask for input. After receiving feedback allocations were developed to put the plan into action. The finalized plan was then shared with the school community through normal communication protocols.

## **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 339 has approximately 450 students PreK-12 enrolled in the 2 attendance centers across the district. These students left for Spring Break on March 5, 2020, and did not return to finish the 2019-20 school year in person. While students had educational opportunities through remote learning, this did not meet the needs of all students. The 2021-22 school year started on time but has had its own challenges with both students and staff being sick and/or out on quarantine contributing to lower-than-normal attendance rates, chronic absenteeism, learning loss, and disengagement. The school year was defined by the relationships students had with staff and this focus provided security for students when at school. Teachers focused on the social-emotional needs of students and Maslow's hierarchy of needs.

On the 2019 KAP Math, students were 78.72% on grade level (Scoring 2,3, or 4 on the assessment) and 42.07% were Career and College Ready (scoring a 3 or 4 on the assessment). The first KAP (2021) after the pandemic showed that the percentage of students making on grade level stayed flat at 78%, but those students achieving career and college-ready scores fell to 35%. The 2022 KAP show small gains of recovery with student achieving grade level score of 79% and college and career score of 37%. According to the Every Student Succeeds Act (ESEA), improving instruction in numbers and operations and having sound developmental progression has a moderate effect on their two instruction. For secondary students, strengthening instruction in mathematical problem-solving and algebraic thinking improves academic performance in tier one and tier two. The USD will track student academic progress through Fast Bridge assessments and KAP throughout the school year while focusing on instructional adjustments for each student.

On the 2019 KAP English Language Arts, students were 78.71% on grade level (Scoring 2,3, or 4 on the assessment) and 44.33% were Career and College Ready (scoring a 3 or 4 on the assessment). The first KAP (2021) after the pandemic showed that the percentage of students making on grade level had slipped to 74.5% and those students achieving career and college-ready scores fell to 34.50%. The 2022 KAP showed a loss of achievement with students achieving grade level score of 66.57% and college and career score of 31.57%. Due to the continued loss in achievement scores, the district has implemented a curriculum review and will select and purchase new resources during this fiscal year. According to the Every Student Succeeds Act (ESEA), improving foundational reading skills for kindergarteners and early elementary has an impact on tier-one instruction. Teaching academic vocabulary across a variety of instructional opportunities while integrating oral and written instruction into the content. For secondary students, teaching students to write effectively has strong evidence to improve tier one and has a moderate effect on tier two. The USD will track student academic progress through Fast Bridge assessments and KAP throughout the school year while focusing on instructional adjustments for each student.

**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)**

ESSER funds will address the academic impact of lost instructional time by utilizing our tiered systems of support within each building. Student intervention teams work to identify students needing intervention through constant data gathering and analysis. In addition, curriculum materials aligned with best practices are being purchased to address learning loss. In-person after-school academic help will be provided to students who may be currently struggling with the coursework so that they do not get further behind in their studies and support credit recovery opportunities to keep students on track to graduate with their cohort class.

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

Additional ESSER Funds will support the implementation of public health guidance required for the operation of school facilities, supporting additional teacher duties and retention of staff, supporting academic interventions, supporting after-school learning opportunities/tutoring, and supporting smaller class sizes PK-3 to ensure student success. Academic and social-emotional supports for all students PK-12 and academic credit recovery for secondary school 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 impact of ESSER II funding will be monitored through an ongoing review of our data through professional learning communities, building data-driven conversations, and building leadership discussions. Academic needs will be reviewed through the use of FastBridge (Fall, Winter, and Spring) 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) taken in the Fall and Spring and the Kansas Communities that Cares (KCTC) survey taken annually by students in grades 6, 8, 10, and 12 in January. The district 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		20% Minimum
ESSER III Allocations	\$310,635	\$0	\$310,635	ESSER III Allocations	\$62,127
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$310,635	\$0	\$310,635	Amount Still Needed	\$62,127
In Review Total	\$310,635	\$0	\$310,635	In Review Total	\$62,127
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
339-3-0001	Direct	False	1000	151	16	\$44,000	Task Force Review
339-3-0002	Direct	False	1000	151	16	\$31,000	Task Force Review
339-3-0003	Direct	False	1000	110	12	\$173,508	Task Force Review
339-3-0004	Direct	True	1000	321	12	\$38,127	Task Force Review
339-3-0005	Direct	True	1000	122	4	\$24,000	Task Force Review

## Line Item Details

Line Item ID: 339-3-0001

<b><u>Allocation Type</u></b>	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation	NO - this item is not marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>	<b><u>Account Number</u></b>	
Jefferson County North	97-1000-151-0-01	
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>
1000 - Instruction	151 - Additional compensation paid to teachers	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 certified staff for recruitment and retention of highly qualified staff to meet the needs of the students. All JNC staff will receive a \$500.00 premium pay stipend 60 days after drawdown and another \$500.00 in June 2023 as a retention premium pay. The total premium pay for each staff member is @1000.00

<b>Budgeted Expenditures in SFY 2021</b>	\$0	
<b>Budgeted Expenditures in SFY 2022</b>	\$0	
<b>Budgeted Expenditures in SFY 2023</b>	\$44,000	
<b>Budgeted Expenditures in SFY 2024</b>	\$0	
<b>Total Expenditures</b>	\$44,000	<b><u>Status</u></b>
		Task Force Review

Line Item ID: 339-3-0002

**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**

Jefferson County North

**Account Number**

97-1000-151-0-02

**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**

Premium pay for classified staff for extra duties brought on by the pandemic and to help intervene with student learning loss in the classroom. All JNC staff will receive a \$500.00 premium pay stipend 60 days after drawdown and another \$500.00 in June 2023 as a retention premium pay. The total premium pay for each staff member is @1000.00

<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>	\$0
<b>Total Expenditures</b>	<u>\$31,000</u>

**Status**

Task Force Review

Line Item ID: 339-3-0003

**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**

Jefferson County North

**Account Number**

97-1000-110-0-02

**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**

Additional PK and Kindergarten teacher salaries to keep class sizes low and to ensure targeted instruction to the young learners. We want to ensure students are at grade level by 3rd grade and school ready. Targeted instruction is needed because of the amount of students coming into PK, K, and 1st grade that are not school ready.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$91,939
<b>Budgeted Expenditures in SFY 2024</b>	\$81,569
<b>Total Expenditures</b>	<u>\$173,508</u>

**Status**

Task Force Review

Line Item ID: 339-3-0004

**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**

Jefferson County North

**Account Number**

97-1000-321-0-01

**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**

Tier 2 and Tier 3 Intervention programs in Math and Reading. This includes the purchase and use of MobyMax, Accelerated Reader, and I-Ready. These programs target help target the needed instruction for students to close learning gaps caused by the pandemic. Other tier intervention programs are being selected be staff for use in FY23.

<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>	\$23,127
<b>Total Expenditures</b>	<u>\$38,127</u>

**Status**

Task Force Review

Line Item ID: 339-3-0005

**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**

Jefferson County North

**Account Number**

97-1000-321-0-01

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-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**

K-8 afters school program provides an opportunity for students to receive tutoring and academic help. The program helps students that are identified as academically targeted and considered academically at-risk. The program is targeted to help free and reduced students, single parent students, low SES, and minority populations. Two full-time staff members work the academic after-school program for two hours a day, M-F on the 172 student contact days.

<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

# ESSER III APPLICATION FOR D0368

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>
Paola	1115 E 303rd Street, Paola, KS 66071	1115 E 303rd St., Paola, KS 66071
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Matt Meek	matt_meek@usd368.org	(913) 294-8000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Matt Meek	Superintendent	matt_meek@usd368.org	(913) 294-8000
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Jimmy Hay	jimmy_hay@usd368.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://www.usd368.org/vnews/display.v/ART/60cb7d0344568>

## 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 has worked closely with the Miami County Health Department as our guidance for making COVID mitigation decisions. This relationship has enabled our district to have in-person instruction the last two school years with no remote learning.

The district will utilize funds to provide additional learning opportunities for students who have suffered learning loss due to the pandemic and school shut down in the spring of 2020 and higher absentee rates due to quarantines and isolation the past two school years. The additional learning opportunities include; summer school, summer tutoring, enrichment field trips, credit recovery, and curriculum for families of elementary students to engage in during the summer months.

The district has hired additional staff in the following areas to address learning loss of students due to the pandemic; nursing, math, science, English, career counselor, organizational studies, instructional coach, instructional aide, at-risk reading and math interventionists. ESSER funds will also be utilized to update needed curriculum and materials for addressing learning loss deficiencies.

## 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 were surveyed to determine the areas they felt ESSER funds needed to be allocated towards to help them deal with and recover from the pandemic. The survey was sent via email, with 320 students responding. Middle and High School Principals had conversations with approximately 30 students through student clubs regarding their needs during the pandemic. Results from the surveys and information gathered from the conversations, resulted in the following feedback for our ESSER plan:

- Summer and after school tutoring and credit recovery opportunities for high school students.
- Continue with smaller class sizes to create a more personalized learning environment.
- Updated technology including Chromebook replacement as needed.

### Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building site councils. We received 222 responses back from the parent/community. Depending on the school, six to ten parents are part of each building site council. Through those surveys and conversations, it was clear that parents are most interested in seeing the following items show up in our ESSER plan:

- Summer learning programs
- Additional personnel and support staff for academic intervention
- Expanded social and emotional learning and mental health supports
- Additional behavioral support and interventions
- Additional instructional materials and resources, including needed technology

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, including special education administration, 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. As a result of these meetings, the following have been determined as most important to address in our district.

- Additional personnel support for academic intervention.
- Summer learning opportunities including; summer school, enrichment, tutoring, credit recovery

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. All staff were surveyed with seventy-two staff members responding. The superintendent consulted with the teachers' union president regarding the plan. Our plans are reflective of those various conversations and survey results. Highlights of these collaborative conversations include:

- Summer school, updated curriculum and materials to address learning loss.
- Additional staff to support academic intervention

## **Tribes**

In a review of our student information system, we identified four families who reported as Native American. To our knowledge, none are connected to a tribe. However, we surveyed these families and received responses from three. Responses were similar to the responses received from other parents and students.

- Summer learning programs
- Additional personnel and support staff for academic intervention
- Expanded social and emotional learning and mental health supports
- Additional behavioral support and interventions
- Additional instructional materials and resources, including needed technology

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

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

We reached out to the ACLU of Kansas with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights. They responded that they "cannot comment on how to spend the funds specifically." They did share the website [learningforjustice.org](http://learningforjustice.org) and ACLU's Know Your Rights website. In reviewing the websites we have implemented the following supports which we believe will benefit all populations of our students:

- Summer learning programs
- Additional personnel and support staff for academic intervention
- Additional behavioral support and interventions
- Additional instructional materials and resources, including needed technology

## **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. We have conducted surveys and have also engaged in focus group conversations, including conversations with our local homeless shelter Board of Directors and staff, Foster Care parents, and those representing the other subgroups.

- a. Children with IEP/disabilities – eight responses;
- b. English Learners – zero;
- c. Children experiencing homelessness – zero responses, but had personal conversations with the local homeless shelter director and the seven-member Board of Directors;
- d. Children in foster care – two survey responses and two responses via personal conversation;
- e. Migratory students – zero;
- f. Incarcerated students – zero.

Through those surveys and conversations, it was clear that the following supports were most needed.

- Summer learning programs
  - Additional personnel and support staff for academic intervention
  - Expanded social and emotional learning and mental health supports
- You will see that these suggestions are reflective in the plan we developed.

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

The public is welcome and able to comment at our monthly Board of Education meetings regarding how the district has dealt with the pandemic and how we have used ESSER I and ESSER II funding and the projected use of ESSER III funds. In addition, we sent parents, staff, and community members a survey link via email asking for input on the student and district needs in responding to the COVID-19 pandemic. Building Site Councils incorporated discussions as part of the building needs assessment that encompassed both regular and pandemic related needs. This information has been discussed with the Board of Education when reviewing both the ESSER III application and annual budget discussion for next year.

### **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 number of positive covid cases the past two years are listed below. These are positive cases and do not take into account the number of staff and students that were quarantined during this time.

Positive Covid Cases    Staff    Student

2020-2021                38     90

2021-2022                53     309

Attendance data shows that overall we continue to have an annual attendance rate of approximately 95%, we have a significant number of students (~12%) that have missed school 20+ days. This number is significantly higher due to the pandemic.

Our graduation rate fell to 91.2% during the 2019-2020 school year and is a reflection of schools being shut down in the spring of 2020. During the 2020-2021 school year, we were able to get students the needed help and had a graduation rate of 94.6%. We are awaiting the data from KSDE for our 2021-2022 school year.

Our data shows that we have started to make a rebound in academic measures that slipped during the pandemic the last two years.



**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)**

Literacy Intervention and Professional Development 95 Percent Phonological Intervention Instructional materials that are uniquely designed to provide targeted instruction on specific phonological skills that are taught explicitly, systematically, and sequentially.

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)  
\$54,787.90

My Perspectives - ELA Curriculum Materials that teach reading comprehension and decoding skills through high quality literature. Literacy engagement framework instruction is used to connect with students' lives to extend literacy achievement.

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)  
\$34,355.57

IXL Learning - Math Intervention Site License A diagnostic program that gives precise insight into student knowledge and pinpoints grade-level proficiency. Tracks individual student growth and targets areas of need.

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)  
\$14,024.00

Literacy Intervention Heggerty - Bridge the Gap Intervention The National Reading Panel found that phonemic awareness instruction helped children of all levels improve their reading. This program provides small group literacy intervention to students in the area of phonemic awareness.

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)  
\$7,011.72

Science of Reading - Reading League Training that is specific to understanding how reading develops and how to prevent reading failure. The SoR is a systemwide response to reading failure.

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)  
\$300,000.00

TeamMates A school-based mentoring program that helps connect middle and high school students with a local mentor to support their academic, social, and emotional needs. Participants have documented increased grades, reduced discipline referrals, and decreased absences. We will be implementing this program.

<https://drive.google.com/file/d/1CQ3rkAP7bMR3JzF8WM8jeJq1CUgmBrRS/view> \$15,000.00

Instructional Coaches Evidence suggests the use of instructional coaches can positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This, in turn, supports improved student learning. We plan to employ 2 instructional coaches (1 secondary, 1 elementary) to support teacher professional learning specifically targeted to addressing learning loss

[https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel\\_123.asp](https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_123.asp) \$200,000.00

Panorama Software used to survey students to determine their social emotional well-being and houses all instructional data in one location to determine at-risk students and cross check success of programs. This product uses research-backed survey instruments. The strategies and best practices are used to support the whole child within the MTSS model.

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)  
\$37,000.00

MTSS - Professional Development Evidence suggests that having a MTSS framework for all grade levels in reading and math, help students be more successful and gives them the needed interventions based on their level of need. Secondary grades are revamping their MTSS model to ensure a model that can be used with fidelity for student success given the loss of academic achievement due to the pandemic.

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)  
\$20,000.00

Summer School/Tutoring Evidence suggests that summer school allows for students to get needed interventions and reduce the learning gap loss that regularly occurs over the summer. In addition one on one tutoring sessions allow for students to receive the specialized help.

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence-Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence-Based_Practices_Programs.pdf)

\$85,700.00

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

ESSER funds will be utilized to provide materials to sanitize and clean the buildings to minimize the possibility of spreading the COVID19 virus and to appropriately staff our health services department. Additional funds will be utilized to address the mental wellness of staff due to the stress of 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.**

Administration, certified, and classified staff will continuously monitor students in all interactions and mitigate as needed. Maintaining small class sizes, utilizing new intervention and counseling positions, and incorporating new social emotional curriculum will enable staff members to know their students better as well as their individual needs.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,585,305	\$0	\$2,585,305	ESSER III Allocations	\$517,061
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$2,585,305	\$0	\$2,585,305	Amount Still Needed	\$517,061
In Review Total	\$2,585,305	\$0	\$2,585,305	In Review Total	\$637,303
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
368-3-0001	Direct	True	1000	110	11A	\$40,000	Task Force Review
368-3-0002	Direct	True	1000	110	12	\$40,000	Task Force Review
368-3-0003	Direct	False	1000	600	11A	\$5,700	Task Force Review
368-3-0004	Direct	True	2700	513	11A	\$10,000	Task Force Review
368-3-0005	Direct	True	1000	110	1A	\$95,362	Task Force Review
368-3-0006	Direct	True	1000	110	16	\$78,021	Task Force Review
368-3-0007	Direct	False	2100	120	16	\$144,024	Task Force Review
368-3-0008	Direct	False	1000	110	16	\$121,200	Task Force Review
368-3-0009	Direct	False	1000	110	16	\$121,200	Task Force Review
368-3-0010	Direct	False	1000	110	16	\$121,200	Task Force Review
368-3-0011	Direct	False	1000	110	16	\$121,200	Task Force Review
368-3-0012	Direct	True	1000	110	16	\$141,921	Task Force Review
368-3-0013	Direct	False	1000	110	1A	\$97,939	Task Force Review
368-3-0014	Direct	False	1000	300	8	\$37,782	Task Force Review
368-3-0015	Direct	False	1000	300	3	\$2,700	Task Force Review
368-3-0016	Direct	False	1000	120	16	\$56,000	Task Force Review
368-3-0017	Direct	False	1000	650	9	\$284,000	Task Force Review
368-3-0018	Direct	False	1000	110	16	\$81,420	Task Force Review
368-3-0019	Direct	False	1000	644	12	\$300,000	Task Force Review
368-3-0020	Direct	False	1000	110	16	\$300,000	Task Force Review
368-3-0021	Direct	True	1000	644	12	\$160,000	Task Force Review
368-3-0023	Direct	True	1000	653	12	\$37,000	Task Force Review
368-3-0024	Direct	True	1000	300	3	\$20,000	Task Force Review
368-3-0025	Direct	True	2100	300	1A	\$14,999	Task Force Review
368-3-0026	Direct	False	2100	300	10	\$153,637	Task Force Review

## Line Item Details

Line Item ID: 368-3-0001

**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 SALARIES CERTIFIED

**Account Number**

49400

**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**

Jump Start (15 teachers/120 students)

This program is a two week summer school session held before school starts for at-risk and special education students who continue to be behind their peers due to the 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>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

How is this related to COVID, and who specifically is this for?

Line Item ID: 368-3-0002

**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 SALARIES CERTIFIED

**Account Number**

49400

**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 Tutoring by twelve staff members to impact approximately 60 students with twice weekly tutoring to work on learning loss from 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>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Task Force Review

Line Item ID: 368-3-0003

**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 SUPPLIES

**Account Number**

49500

**Function Code**

1000 - Instruction

**Object Code**

600 - 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**

Remote Learning Packets - students were each given a Summer BrainQuest Book to complete over the summer to keep their brains active and focused on academics during the summer.

<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>	\$2,850
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<b>Budgeted Expenditures in SFY 2024</b>	\$2,850
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<b>Total Expenditures</b>	\$5,700
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**Status**

Task Force Review

Line Item ID: 368-3-0004

**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 SERVICES

**Account Number**

49550

**Function Code**

2700 - Student Transportation Services

**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**

Bussing (Jump Start & Tutoring)

This line item provides transportation to our Jump Start summer tutoring program. This program is a two week summer school session held before school starts for at-risk and special education students who continue to be behind their peers due to the Covid-19 pandemic.

<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>	\$5,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
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<b>Total Expenditures</b>	\$10,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please explain how this is related to COVID, and who is it for?

**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 SALARIES CERTIFIED

**Account Number**

49400

**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**

Additional Staff - Title I

Due to the Covid-19 pandemic we have an increased number of students qualifying for Title I services. These numbers required hiring an additional staff person to serve the increased number of students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$47,209
<b>Budgeted Expenditures in SFY 2024</b>	\$48,153
<b>Total Expenditures</b>	\$95,362

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide further information about what groups this serves

**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 SALARIES CERTIFIED

**Account Number**

49400

**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**

Additional Staff - Instructional Coach

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38,624**Budgeted Expenditures in SFY 2024** \$39,397**Total Expenditures** \$78,021**Status**

Task Force Review

**Line Item Comment from KSDE**

9/8/2022: Additional information in the narrative (Evidence suggests the use of instructional coaches can positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This, in turn, supports improved student learning. We plan to employ 2 instructional coaches (1 secondary, 1 elementary) to support teacher professional learning specifically targeted to addressing learning loss  
[https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel\\_123.asp](https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_123.asp))

Line Item ID: 368-3-0007

**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 SALARIES NON-CERTIFIED

**Account Number**

49450

**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**

Additional Staff - Nursing. With COVID-19, additional nursing staff had to be added so each school had a school nurse or nurses aide to deal with the pandemic and needed testing to ensure student and staff health and safety.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$71,299
<b>Budgeted Expenditures in SFY 2024</b>	\$72,725
<b>Total Expenditures</b>	<u>\$144,024</u>

**Status**

Task Force Review

Line Item ID: 368-3-0008



**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 SALARIES CERTIFIED

**Account Number**

49400

**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**

Additional Staff - PHS Math Position

In response to student learning loss caused by the COVID-19 pandemic, evidence\* suggests that reduced class sizes can effectively support our ability to respond to the increased social and emotional and academic needs of our students. Additionally, when class sizes are smaller, we can provide more 1:1 individualized support and small group instruction that meets the common needs of students. Additionally, smaller classes sizes will help to mitigate the spread of COVID-19 and other illnesses, so that students and staff are able to more regularly attend school.

\*Krueger, A. B. (2002). Understanding the magnitude and effect of class size on student achievement. The class size debate, 7-35.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$61,200
<b>Total Expenditures</b>	<u>\$121,200</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 #3 SALARIES CERTIFIED

**Account Number**

49400

**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**

Additional Staff - PHS Science Position

In response to student learning loss caused by the COVID-19 pandemic, evidence\* suggests that reduced class sizes can effectively support our ability to respond to the increased social and emotional and academic needs of our students. Additionally, when class sizes are smaller, we can provide more 1:1 individualized support and small group instruction that meets the common needs of students. Additionally, smaller classes sizes will help to mitigate the spread of COVID-19 and other illnesses, so that students and staff are able to more regularly attend school.

\*Krueger, A. B. (2002). Understanding the magnitude and effect of class size on student achievement. The class size debate, 7-35.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$61,200
<b>Total Expenditures</b>	<u>\$121,200</u>

**Status**

Task Force Review

Line Item ID: 368-3-0010

**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 #3 SALARIES CERTIFIED

**Account Number**

49400

**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**

Additional Staff - PHS English Position

In response to student learning loss caused by the COVID-19 pandemic, evidence\* suggests that reduced class sizes can effectively support our ability to respond to the increased social and emotional and academic needs of our students. Additionally, when class sizes are smaller, we can provide more 1:1 individualized support and small group instruction that meets the common needs of students. Additionally, smaller classes sizes will help to mitigate the spread of COVID-19 and other illnesses, so that students and staff are able to more regularly attend school.

\*Krueger, A. B. (2002). Understanding the magnitude and effect of class size on student achievement. The class size debate, 7-35.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$61,200
<b>Total Expenditures</b>	<u>\$121,200</u>

**Status**

Task Force Review

Line Item ID: 368-3-0011

**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**

ESSER #3 SALARIES CERTIFIED

**Account Number**

49400

**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**

Additional Staff - Career Counselor/Coach

In response to student learning loss caused by the COVID-19 pandemic, evidence\* suggests that having meaningful Career and Technical Education classes allow student to be more successful. This position helps students better align their interests and knowledge base to help increase the graduation rate and keep students from taking a gap year after graduation.

\*KSDE Approved Evidence-Based Practices

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$61,200
<b>Total Expenditures</b>	\$121,200

**Status**

Task Force Review

Line Item ID: 368-3-0012

**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 SALARIES CERTIFIED

**Account Number**

49400

**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**

Additional Staff - Organizational Studies Teacher to assist students identified as at-risk and having a learning deficit as a result of the pandemic.

In response to student learning loss caused by the COVID-19 pandemic, evidence\* suggests that reduced class sizes can effectively support our ability to respond to the increased social and emotional and academic needs of our students. Additionally, when class sizes are smaller, we can provide more 1:1 individualized support and small group instruction that meets the common needs of students. Additionally, smaller classes sizes will help to mitigate the spread of COVID-19 and other illnesses, so that students and staff are able to more regularly attend school.

\*Krueger, A. B. (2002). Understanding the magnitude and effect of class size on student achievement. The class size debate, 7-35.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$70,258
<b>Budgeted Expenditures in SFY 2024</b>	\$71,663
<b>Total Expenditures</b>	\$141,921

**Status**

Task Force Review

Line Item ID: 368-3-0013

**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 SALARIES CERTIFIED

**Account Number**

49400

**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**

Additional Staff - Elementary Teacher

In response to student learning loss caused by the COVID-19 pandemic, evidence\* suggests that reduced class sizes can effectively support our ability to respond to the increased social and emotional and academic needs of our students. Additionally, when class sizes are smaller, we can provide more 1:1 individualized support and small group instruction that meets the common needs of students. Additionally, smaller classes sizes will help to mitigate the spread of COVID-19 and other illnesses, so that students and staff are able to more regularly attend school.

\*Krueger, A. B. (2002). Understanding the magnitude and effect of class size on student achievement. The class size debate, 7-35.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$48,485
<b>Budgeted Expenditures in SFY 2024</b>	\$49,454
<b>Total Expenditures</b>	<u>\$97,939</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 #3 SERVICES

**Account Number**

49550

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**

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.

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

Greenbush - School Improvement Services &amp; Admin Services

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. 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,891
<b>Budgeted Expenditures in SFY 2024</b>	\$18,891
<b>Total Expenditures</b>	<u>\$37,782</u>

**Status**

Task Force Review

Line Item ID: 368-3-0015

**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 #3 SERVICES

**Account Number**

49550

**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**

Greenbush - Administrative Services

The COVID-19 pandemic illuminated for us the need to more frequently seek input from and communicate more frequently and effectively with students, staff, and families regarding health and safety measures as well as academic and social and emotional learning interventions, programs and supports. As such, our administrative team has determined that they need to engage in and receive extensive professional development, coaching, and leadership support services to support each of our administrators in more effectively serving students, teachers, and families including but not limited to the following areas: instructional leadership, program evaluation, input and feedback gathering through surveys and focus groups, effective communication with stakeholders, and interpretation of and action steps from student data analysis. To provide this professional development, coaching, and support in a collaborative and cost effective manner, our district will use ESSER III funds to purchase professional learning opportunities in these areas.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,350
<b>Budgeted Expenditures in SFY 2024</b>	\$1,350
<b>Total Expenditures</b>	<u>\$2,700</u>

**Status**

Task Force Review

Line Item ID: 368-3-0016



**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 SALARIES NON-CERTIFIED

**Account Number**

49450

**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**

Virtual Instructional Aide

In response to student learning loss caused by the COVID-19 pandemic, evidence\* suggests that reduced class sizes can effectively support our ability to respond to the increased social and emotional and academic needs of our students. Additionally, when class sizes are smaller, we can provide more 1:1 individualized support and small group instruction that meets the common needs of students. Additionally, smaller classes sizes will help to mitigate the spread of COVID-19 and other illnesses, so that students and staff are able to more regularly attend school.

\*Krueger, A. B. (2002). Understanding the magnitude and effect of class size on student achievement. The class size debate, 7-35.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$28,000
<b>Budgeted Expenditures in SFY 2024</b>	\$28,000
<b>Total Expenditures</b>	<u>\$56,000</u>

**Status**

Task Force Review

Line Item ID: 368-3-0017

**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 SUPPLIES

**Account Number**

49500

**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**

Chromebook Rotation - purchase approximately 475 per year for the next two years to replace Chromebooks whose operating system are out of date and no longer supported.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$142,000
<b>Budgeted Expenditures in SFY 2024</b>	\$142,000
<b>Total Expenditures</b>	<u>\$284,000</u>

**Status**

Task Force Review

Line Item ID: 368-3-0018

**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 SALARIES CERTIFIED

**Account Number**

49400

**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**

SES Math Interventionist

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40,710**Budgeted Expenditures in SFY 2024** \$40,710**Total Expenditures** \$81,420**Status**

Task Force Review

**Line Item Comment from KSDE**

Note: Additional information in the narrative (Evidence suggests the use of instructional coaches can positively and significantly impact teacher professional development through mentoring, instructional planning, and instructional efficacy. This, in turn, supports improved student learning. We plan to employ 2 instructional coaches (1 secondary, 1 elementary) to support teacher professional learning specifically targeted to addressing learning loss  
[https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel\\_123.asp](https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_123.asp))

Line Item ID: 368-3-0019

**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 #3 SUPPLIES

**Account Number**

49500

**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**

Science of Reading Curriculum - Reading League

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$300,000**Total Expenditures** \$300,000**Status**

Task Force Review

Line Item ID: 368-3-0020

**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 #3 SALARIES CERTIFIED

**Account Number**

49400

**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 Bonus to be paid to 300 employees at a rate of \$50/month (max of \$500/year) payable at the conclusion of the respective school year for those who remain employed at the end of school year. This incentive has decreased staff turnover that has increased during and since the pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$150,000**Budgeted Expenditures in SFY 2024** \$150,000**Total Expenditures** \$300,000**Status**

Task Force Review

Line Item ID: 368-3-0021

**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 #3 SUPPLIES

**Account Number**

49500

**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 - My Perspectives, 95%, IXL Math, Heggerty

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$160,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$160,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Note: Additional information in the narrative (My Perspectives - ELA Curriculum Materials that teach reading comprehension and decoding skills through high quality literature. Literacy engagement framework instruction is used to connect with students' lives to extend literacy achievement.; IXL Learning - Math Intervention Site License A diagnostic program that gives precise insight into student knowledge and pinpoints grade-level proficiency. Tracks individual student growth and targets areas of need.; Literacy Intervention Heggerty - Bridge the Gap Intervention The National Reading Panel found that phonemic awareness instruction helped children of all levels improve their reading. This program provides small group literacy intervention to students in the area of phonemic awareness.

Line Item ID: 368-3-0023

**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 SERVICES

**Account Number**

49550

**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**

Panorama

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$37,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$37,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Note: Additional information in the narrative (Panorama Software used to survey students to determine their social emotional well-being and houses all instructional data in one location to determine at-risk students and cross check success of programs. This product uses research -backed survey instruments. The strategies and best practices are used to support the whole child within the MTSS model.)

Line Item ID: 368-3-0024

**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 SERVICES

**Account Number**

49550

**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**

MTSS Professional Development

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Note: Additional information in the narrative (MTSS - Professional Development Evidence suggests that having a MTSS framework for all grade levels in reading and math, help students be more successful and gives them the needed interventions based on their level of need. Secondary grades are revamping their MTSS model to ensure a model that can be used with fidelity for student success given the loss of academic achievement due to the pandemic.)

Line Item ID: 368-3-0025

**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 SERVICES

**Account Number**

49550

**Function Code**

2100 - Support Services (Students)

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL 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**

TeamMates - mentoring of k-12 students who have been identified as at-risk that need an adult mentor during the school day to help with learning loss and not having an adult at home.

<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>	\$7,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$7,499
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<b>Total Expenditures</b>	<u>\$14,999</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Note: Additional information in the narrative (A school-based mentoring program that helps connect middle and high school students with a local mentor to support their academic, social, and emotional needs. Participants have documented increased grades, reduced discipline referrals, and decreased absences. We will be implementing this program.)

<https://drive.google.com/file/d/1CQ3rkAP7bMR3JzF8WM8jeJq1CUgmBrRS/view>

Line Item ID: 368-3-0026



**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 #3 Services

**Account Number**

49550

**Function Code**

2100 - Support Services (Students)

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL 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**

Contract with Elizabeth Layton mental health agency to provide additional counseling, social services, and access to mental health professionals for students in response to Covid-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$38,410
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<b>Budgeted Expenditures in SFY 2022</b>	\$38,410
--	----------

<b>Budgeted Expenditures in SFY 2023</b>	\$38,410
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$38,407
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<b>Total Expenditures</b>	<u>\$153,637</u>
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**Status**

Task Force Review

# ESSER III APPLICATION FOR D0374

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>
Sublette	105 W Fern, Sublette, KS 67877	Box 670, Sublette, KS 678770670
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Rex Richardson	rrichardson@usd374.org	(620) 675-2277

## 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>
Rex Richardson	Superintendent of Schools	rrichardson@usd374.org	(620) 675-2277
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Paula Leverett		paula@usd374.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.usd374.org/pages/uploaded\\_files/Final%20374%20COVID%20Plan.pdf](https://www.usd374.org/pages/uploaded_files/Final%20374%20COVID%20Plan.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?**

While our area is moving toward a "normal" activity level, our district has retained provisions to ensure continued safety for all students and staff. We will continue to test students and staff, by our nurse and other trained district personnel, who show COVID-19 symptoms. Once identified, they will be sent home, with notification being sent to homes. All protocols, as stated in the re-opening plan, will be followed. In addition, our district has a supply of masks and gloves, as situations arise which require use, whether mandatory, or precautionary. We continue to utilize air purifying devices in all buildings, and will keep - and re-supply as needed - sanitizing sprays and wipes. We also will continue to supply all building with hand sanitizer.

## 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**

Middle and high school student participated in survey to determine their needs for pandemic-related relief. The three highest responses were 1) Time to regain lost learning, 2) Continued use of sanitizing protocols in classrooms and lunchroom area, and 3) Continue to do everything possible to keep in-person learning, and activities, going.

\*\*October 25, 2022 Response: Through our survey response analysis, 184 students responded, representing 72% of our Pre-K-12 student enrollment. Our survey did not distinguish grade level, the demographic was titled as student only.

## **Families**

Families were given an opportunity to complete a survey, accessible through district website, and each building's Facebook pages. Families were notified of the survey's availability through the mass textcasting program, utilized for all school announcements. As responses were compiled, the top responses were recorded: 1) To continue to provide the best education possible for students, primarily targeting loss of learning, 2) Water fountain upgrading to bottle filling stations, in all buildings, 3) Provide extra instructional opportunities for students, and 4) For staff to be shown community is appreciative of all efforts shown students through all phases of COVID-19 protocols, and keep them here in our school district.

\*\*October 25, 2022 Response: Of the 159 families, represented in total district enrollment, 78 families responded. Both parents did not always respond, nor all the students in the home, but 78 families were represented in the aggregate responses.

## **School and District Administrators including Special Education Administration**

School administrators, meeting with our district's special education cooperative's administration determined the largest needs, facilitated by pandemic-related obstacles and challenges, are loss of learning and teacher/staff stress and fatigue. The intangible emotional toll on teachers and staff is still evident, with everyone doing everything possible, educationally, emotionally and monetarily, for district students. As students enter new grade levels, it is glaringly apparent that there was a significant loss of learning, particularly in the English/language arts subject area, with reading loss affective subject areas across the curriculum.

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

Teachers in all buildings met with their respective principals, in turn meeting with school leaders, with reports presented to our school board, with submission reiterating the same concerns determined by school and district, and special education administrators; that loss of learning is the greatest concern across all grade levels.

\*\*October 25, 2022 Response: The entire certified staff was represented through district in-person meetings with their respective principals. 100% of the Sublette KNEA membership were represented in teacher responses.

## **Tribes**

Based on the Tribal Leaders Directory, and advisement by the United States Department of the Interior, Southern Plains Regional office of Indian Affairs, PO Box 368, Anadarko, OK, 73005, phone number (405) 247-6673, USD #374 does not have any federally, or state recognized tribes within our district boundaries.

\*\*October 25, 2022 Response: Our student information system was searched, no student in USD #374 has identified as Native American.

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

Our district sent formal letters to three civil rights organizations, following up with calls to obtain their suggestions and perspective on how to best meet the pandemic-related needs of all students. National Association for the Advancement of Colored People (NAACP), 820 North Market Street, Wichita, KS 67214, 866-591-1196, American Civil Liberties Union (ACLU), PO Box 917, Mission, KS 66201, 913-490-4100, and Kansas Action for Children, 809 South Kansas Avenue, Suite 200, Topeka, KS 66603, 785-232-0550, with only the latter with response. The KAC questioned school nutrition, school technology - number and type of computer devices, internet access, facility infrastructure, and teacher/staff loss.

## **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**

Households with students identified, through data collected for the superintendent's organizational report, as well as directors of programs providing direct services to those students were independently met with, and sent a direct link to the district survey. These included households with english as a second language students, households listed on district McKinney-Vento list, foster homes, and students who fall in at-risk demographic. Responses, both in-person and via survey response, voice the same concerns as other stakeholders; that in-person learning continue, that precautions for safety remain as a priority, the importance of keeping teachers, and provide after-school and summer school opportunities.

\*\*October 25, 2022 Response: Household responses, representing 48 students with disabilities, were recorded at 43%, representing 126 students who are English learners, were recorded at 38%, representing 36 students (23 families) identified as homeless, under the McKinney-Vento act, were recorded at 30%, representing 7 foster care students, were recorded at 100%, our 8 migrant students in 6 families, were recorded at 33%, and our district has no incarcerated students.

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

The district plan for ESSER III was presented at two consecutive school board meetings, and was posted on each building's Facebook page, as well as on the district website. In addition, the blanket textcast system, used for all district announcements, was used to notify constituents of availability of surveys, as well as an e-mailed link to all employees, staff and special education cooperative workers. All notifications included an explanation of what the ESSER III funding was for, with contact information provided for anyone having questions or comments.

### **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.**

Emerging from 2.5 years of COVID-19 restrictions and protocols, it became apparent that students entering new grades were missing educational elements typically found to be learned, and reinforced, through normal daily educational environments. Restricted, or hybrid learning, while created and developed to be the best it could be, could not replicate traditional structured learning. There was a loss of learning in all subject areas across the curriculum, with pre-tests in all grades, reflecting a significant loss in reading/english/language arts. Data was gathered through FastBridge, Dibels and Renaissance. In all buildings, with a greater instance in our pre-kindergarten through 6th grade elementary building, there are disengagement issues with students, both student-to-student, as well as student-to-teacher.

**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 374 would use funding to:

(Components 1, 2 and 3 would use over 30% of our ESSER III funding to address the academic impact of lost instructional time, will respond to the academic, social emotional and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic.

1. Provide an after-school program (with guaranteed funding for 2 years), on the elementary level. This would include strategies and learning opportunities to regain learning lost during 2.5 years of Covid-19 protocol restrictions.
2. Provide a daily tutoring session for middle and high school students. Students would participate on a volunteer basis, but also on a referral system by teachers.
3. Provide a summer school for all buildings, to include high school credit recovery, with guaranteed funding for 2 years.
4. Provide an evidenced based intervention ELA curriculum. The Houghton Mifflin Harcourt curriculum includes modules for reading, writing and literature, with units developed to bring all students up to grade level in reading and writing. Components include paper/pencil and digital materials in resources. In addition, the curriculum provides resources for the english learning student.
5. Provide a teacher and staff retention incentive to remain in district. This meets all demographic responses, expressing the need to keep, and provide, the best education to all students.

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

Additional ESSER Funds will be used to implement any public health, state and/or federal protocols which may be mandated in the future, and will fund supplies pursuant to sanitizing and health safety.

**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 curriculum, after-school program and summer school interventions will be measured through student assessment. Each will have student progress, through those assessments, as a barometer of intervention success. As assessments are entered, each demographic(s) reflected in each student's enrollment, will be disaggregated for analysis.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$663,438	\$0	\$663,438	ESSER III Allocations	\$132,688
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$663,438	\$0	\$663,438	Amount Still Needed	\$132,688
In Review Total	\$614,967	\$0	\$614,967	In Review Total	\$249,516
Amount Left	\$48,471	\$0	\$48,471	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
374-3-0001	Direct	True	1000	110	11A	\$152,628	Task Force Review
374-3-0002	Direct	True	1000	220	11A	\$11,676	Task Force Review
374-3-0003	Direct	True	1000	120	11A	\$34,786	Task Force Review
374-3-0004	Direct	True	1000	220	11A	\$2,662	Task Force Review
374-3-0005	Direct	True	1000	610	11A	\$6,000	Task Force Review
374-3-0006	Direct	False	1000	644	11A	\$72,643	Task Force Review
374-3-0007	Direct	True	1000	110	11A	\$18,560	Task Force Review
374-3-0008	Direct	True	1000	220	11A	\$1,422	Task Force Review
374-3-0009	Direct	True	1000	120	11A	\$5,928	Task Force Review
374-3-0010	Direct	True	1000	220	11A	\$454	Task Force Review
374-3-0011	Direct	True	1000	630	11A	\$2,400	Task Force Review
374-3-0012	Direct	True	1000	610	11A	\$13,000	Task Force Review
374-3-0013	Direct	False	1000	110	16	\$168,000	Task Force Review
374-3-0014	Direct	False	1000	120	16	\$104,000	Task Force Review
374-3-0015	Direct	False	1000	220	16	\$12,852	Task Force Review
374-3-0016	Direct	False	1000	220	16	\$7,956	Task Force Review

## Line Item Details

Line Item ID: 374-3-0001

**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 Salary

**Account Number**

47100

**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**

USD #374's enrollment reflects a 66% at-risk (low income) student population, district-wide. As data has been collected, and disaggregated, the loss of learning has been clearly significant. The loss of learning has been cross-curriculum, with the added components of observed impeded physical and emotional behaviors, across all grade levels. We will use our classroom documentation to identify students who have been disproportionately impacted by COVID-19, including our almost 40% Hispanic district-wide demographic, English as a second language student demographic, a 9% homeless demographic (75% of which are Hispanic), and a 12%, students with learning disabilities, demographic. This expanded learning opportunity, will give teachers an opportunity to refer students for specific targeted learning loss recovery, as well as providing an overall environment to strengthen student focus, self-esteem, and lower/eliminate stressors through meeting goals and educational objectives.

After School Program Teachers Pay: 12-Certified Teachers @ \$30.00 an hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$76,314
<b>Budgeted Expenditures in SFY 2023</b>	\$76,314
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$152,628</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

10/11 - Because this is marked for the 20%, please describe how this intervention responds to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Line Item ID: 374-3-0002

**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 Certified FICA

**Account Number**

47105

**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**

After School Program Teachers FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$5,838**Budgeted Expenditures in SFY 2023** \$5,838**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$11,676**Status**

Task Force Review

Line Item ID: 374-3-0003

**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 Classified Salary

**Account Number**

47110

**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**

After School Program Classified Pay: We plan to employ 3-Classified staff members at \$15 an hour, 3-High School student aides at \$8.00 an hour, &amp; 2 bus drivers at \$20.00 an hour.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$17,393**Budgeted Expenditures in SFY 2023** \$17,393**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$34,786**Status**

Task Force Review

Line Item ID: 374-3-0004



**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 Classified FICA

**Account Number**

47115

**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**

After School Program Classified FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,331**Budgeted Expenditures in SFY 2023** \$1,331**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,662**Status**

Task Force Review

Line Item ID: 374-3-0005

**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 After School Supplies

**Account Number**

47120

**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 Supplies/Materials which include pens, pencils, paper, scissors, laminator rolls, toner and ink cartridges, content & grade appropriate manipulatives, content specific workbooks. STEM Supply, metal washers, dowel rods, tape, batteries, gardening rocks, string, magnetic sand, balloons, & foam canisters. Sensory items such as wobble cushions & sand.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,000**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,000**Status**

Task Force Review

Line Item ID: 374-3-0006

**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 ELA Curriculum

**Account Number**

47125

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**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**

Pre-K 12 ELA Curriculum. This line item was selected for 20% minimum learning loss set aside expenditure in error. This curriculum will assist all students district-wide, cross demographics.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$72,643
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$72,643</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Provide an evidenced based intervention ELA curriculum. The Houghton Mifflin Harcourt curriculum includes modules for reading, writing and literature, with units developed to bring all students up to grade level in reading and writing. Components include paper/pencil and digital materials in resources. In addition, the curriculum provides resources for the english learning student."

Line Item ID: 374-3-0007

**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 Certified Salary

**Account Number**

47100

**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**

Summer School Teachers Pay: 6-Certified teachers @ \$30.00 an hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$9,280
--	---------

<b>Budgeted Expenditures in SFY 2023</b>	\$9,280
--	---------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$18,560</u>
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**Status**

Task Force Review

Line Item ID: 374-3-0008

**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 Certified FICA

**Account Number**

47105

**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 Teachers FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$711
<b>Budgeted Expenditures in SFY 2023</b>	\$711
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,422</u>

**Status**

Task Force Review

Line Item ID: 374-3-0009

**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 Classified Salary

**Account Number**

47110

**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**

Summer School Classified Pay: 3-Para Professionals @ \$15.00 an hour, 3-High School Student Aides @ \$8.00 an hour, and 2-bus drivers @ \$20.00 an hour.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,964
<b>Budgeted Expenditures in SFY 2023</b>	\$2,964
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,928</u>

**Status**

Task Force Review

Line Item ID: 374-3-0010

**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 Classified FICA

**Account Number**

47115

**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 Classified FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$227**Budgeted Expenditures in SFY 2023** \$227**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$454**Status**

Task Force Review

Line Item ID: 374-3-0011

**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 Summer School Snacks

**Account Number**

47130

**Function Code**

1000 - Instruction

**Object Code**

630 - Food and Milk

**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 Snacks

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,200**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,400**Status**

Task Force Review

Line Item ID: 374-3-0012

**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 Summer School Materials

**Account Number**

47135

**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 Supplies / Materials which include but limited to pens, pencils, paper, scissors, laminator rolls, toner and ink cartridges, content & grade appropriate manipulatives, content specific workbooks. STEM Supply, metal washers, dowel rods, tape, batteries, gardening rocks, string, magnetic sand, balloons, & foam canisters.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,500
<b>Budgeted Expenditures in SFY 2023</b>	\$6,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,000</u>

**Status**

Task Force Review

Line Item ID: 374-3-0013

**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 Certified Retention

**Account Number**

47140

**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**

Certified Employee Retention: 42 Certified employees at \$2,000.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$84,000**Budgeted Expenditures in SFY 2023** \$84,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$168,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Provide a teacher and staff retention incentive to remain in district. This meets all demographic responses, expressing the need to keep, and provide, the best education to all students."

Line Item ID: 374-3-0014

**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 Classified Retention

**Account Number**

47145

**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**

Classified Employee Retention: 47 Classified Employees @ \$1,000 and 10 employees at \$500

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$52,000**Budgeted Expenditures in SFY 2023** \$52,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$104,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Line Item ID: 374-3-0015

**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 Certified FICA

**Account Number**

47105

**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 Retention FICA

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,426**Budgeted Expenditures in SFY 2023** \$6,426**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,852**Status**

Task Force Review

Line Item ID: 374-3-0016

**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 III Classified FICA

**Account Number**

47115

**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 Retention FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,978
<b>Budgeted Expenditures in SFY 2023</b>	\$3,978
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,956</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0375

**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>
Circle	901 Main, Towanda, KS 67144	PO Box 9, Towanda, KS 67144
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Don Potter	dpotter@usd375.org	(316) 541-2577

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Elizabeth Turner	Business Manager	eturner@usd375.org	(316) 541-2577

## 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.usd375.org/page/covid-19-dashboard>

## 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?**

Increased nursing staff to aid for continued testing.  
Purchase of additional PPE materials as needed.  
Additional cleaning and disinfectant supplies.  
Training implementation for the continued use of cleaning and disinfectant.  
Additional staff to aid in creating small learning to assistance with social distancing.

## 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 following supports received the most interest from our students: 667 students responded

1. Providing additional technology for student use
2. Expanded social and emotional learning and mental health services
3. Facility upgrades that support student health needs

Our ESSER plan takes these recommendations into consideration and most needs are ideas in the plan. Facility upgrades are occurring to support health needs through a current passed bond issue.

## **Families**

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged in conversations with our parent teacher organizations, building site councils, district site council, building leadership teams and district leadership teams. 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: 388 parents responded

1. Additional personnel and staff support for academic intervention
2. Expanded social and emotional learning and mental health services
3. Additional behavioral support and interventions

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. As a result of these meetings, the following have been determined as most important to address in our district. Three administrators had a hand in developing the ESSER III plan. 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.

1. Offering more teacher professional development to support teacher growth
2. Additional personnel and staff support for academic intervention
3. Expanded social and emotional learning and mental health services

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: Building Leadership Teams, District Leadership Teams, Site Councils, Administration and Circle Education Association, etc. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

1. Additional personnel and staff support for academic intervention
2. Additional behavioral support and interventions
3. Expanded social and emotional learning and mental health services

You will see that these suggestions from these groups are reflective in the plan we developed.

## **Tribes**

We reached out to the tribes in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of Native American students. While we did not hear back from anyone, we have used survey data of those who indicated Native American ethnicity which totaled 3.7% of the surveys collected.

1. Additional behavioral support and interventions
2. Expanded social and emotional learning and mental health services
3. Additional instructional materials and resources (software, textbooks, curriculum, etc.)

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of Native American populations.

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

We reached out to the civil rights in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of our students. Surveys were also collected of those who indicated civil rights and disability interests. We collaborated with Brenn Murphy at Sunlight Child Advocacy and Kathy Donovan with Families Together and they offered the following suggestions:

1. Additional instructional materials and resources (software, textbooks, curriculum, etc.)
2. Additional personnel and staff support for academic intervention
3. Additional behavioral support and interventions

Our ESSER plan includes these suggestions based on this feedback 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 have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations that include Sunlight Advocacy, Special Education Interlocal, United Way. Stakeholders representing: 73 stakeholders responded with representation from the following categories.

Parent/Guardian/Representative for a child with disabilities: 42,  
Parent/Guardian/Representative for a child who is identified ELL: 10, Parent/Guardian/Representative of a child experiencing homelessness: 3, Parent/Guardian/Representative of a child in foster care: 5,  
Parent/Guardian/Representative of a child that is migratory: 3,  
Parent/Guardian/Representative of a student that is incarcerated: 4, Parent/Guardian/Representative of a student that is underserved: 6,

1. Additional instructional materials and resources (software, textbooks, curriculum, etc.)
2. Additional personnel and staff support for academic intervention
3. Additional behavioral support and interventions

You will see that these suggestions are reflective in the plan we developed.

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

A survey link was sent to various public social media platforms requesting feedback. The survey reflected the areas listed below as the top priorities of our public. 125 community stakeholders responded

1. Additional personnel and staff support for academic intervention
2. Additional behavioral support and interventions
3. Expanded social and emotional learning and mental health services

All our data collection will be shared via our social media/website to the public along with various stakeholder groups during regularly scheduled meetings.

## **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.**

Academic Summer School 3-8 for students that exhibited a need based on learning targets and/or low achieving class performance.

Academic Extended School Year 9-12 for credit recovery.

Academic Extended day for second semester students 7-12 that did not pass core classes from 1st semester. 27 7th - 8th grade students,

Social Emotional SCMH Supports & Increased at risk support with our own counselors: The following needs were seen by our counselors. CHS: Increase overall of 50 students (self-reporting specific needs). In all schools, besides the increase in students supported, Adults self-referred to counselors. Intensity of services increased as the specific needs became more intense: suicidal ideation, Increased family drama, poor choices being made due to lack of supervision, grief due to loss of family, and a lack of being able to self-regulate depending on the situation.

Intervention MTSS Reading curricular supports, MTSS math supports

Direct Impact on Reading skills: Structured Literacy / Science of Reading Professional development Two day's paid training for implementation in class structures K-12.

**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)**

Throughout the year: MTSS supports for Reading K-8, MTSS supports for Math 7-10, ESOL supports K-12, After school comprehensive program for K-6

Second Semester: Extended school day for students at risk of failing 7-8, Credit recovery for 9-12.

Summer Programs: Summer Credit Recovery 9-12, Extended day school 7-8. Summer academy for 3-6.

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

Substitute funding due to attending intervention and professional development workshops: ESOL teachers & ELA secondary and all Administration for Structured Literacy training.  
Classroom Aides for use in classrooms, small groups, MTSS structures and ESOL support.  
Nurse Aides for assisting nurses.  
COVID Aides  
Director of Learning and Intervention salary  
Technology Integration Specialist salary  
Service Center professional development / supports throughout the year dues: Orion services and Greenbush services  
Professional Development services for Intervention teachers- literacy cadre through Orion  
Panorama subscription for social emotional data, academic data, attendance data and behavioral data.  
Lexia subscription for embedding reading skills and practice opportunities. Shows whole group needs as well as individual needs that can be addressed in MTSS structures  
FastBridge subscription for National Norm academic performance data and Dyslexia screener required by KSDE. Use of data for whole group instruction in reading and math, MTSS placement data in Reading and Math along with progress monitoring tools, ESOL supports for Reading.  
Professional Development services for Intervention teachers- literacy cadre through Orion  
Intervention meetings- Review of FastBridge data to take back to individual schools for sharing purposes. Set up assessment calendars, seek out intervention materials, dialogue regarding progress of students.  
Second Step purchase for SEL curriculum supports K-8  
College and Career purchase for teaching Self-Regulation 9-12  
Hiring of a third nurse for coverage during COVID.  
South Central Mental Health partnership.  
Custodial services for cleaning and disinfecting

**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.**

Through Panorama data, student responses are monitored regarding their self-reported social emotional supports or lack thereof. With the data counselors create support groups for students that need development in group skills, individual counseling times are set up and referrals made to South Central Mental Health supports that have locations established in our schools. This support system helps build relationships with students and gives them the mental health support necessary for life and learning. Parents are asked to participate in an intake process. Fees for SCMH are then figured based off family income, or acceptance of all insurances (including state insurance)  
Implementation of Second Step in all elementary buildings and Middle School- Daily lessons for K-6 @ 10 minutes a day, Weekly lessons for 7-8 during TBird time. Twice a month for CHS alternating with Career Development activities. Students shared what they are learning and implementing with parents at conferences.  
MTSS intervention times- we follow TASN recommended times for MTSS at 30 minutes for tier II and 60 for tier III. Secondary times are set based on a block schedule. This includes all academic at risk students that show a need. The academic data comes from FastBridge along with the ability to progress monitor students performance following interventions.  
Whole class performance recommendations by FastBridge are utilized during whole group instruction. Reading focus on Phonics for upper elementary grades. Phonemic awareness for K-3. Math focus on Operations or General Math skills  
Data dialogue in PLC times by-weekly. Teachers of the same elementary grade and subject discuss essential learning progress, MTSS progress monitoring data for the intervention students. Inservice times are also devoted to PLC conversations K-12.  
ESOL ILP's processed in accordance with the law- Supports put into place at each school. Certified ELL teachers monitor students progress and implement pull out (MTSS supports) or push in lessons based on KELPA data and classroom performance.  
Quicker responses for Student and Staff health services- between having three nurses and two aides, all schools are covered.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,612,651	\$0	\$1,612,651	ESSER III Allocations	\$322,531
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,612,651	\$0	\$1,612,651	Amount Still Needed	\$322,531
In Review Total	\$1,612,651	\$0	\$1,612,651	In Review Total	\$478,850
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
375-3-0001	Direct	False	1000	110	16	\$137,000	Task Force Review
375-3-0002	Direct	False	1000	110	16	\$140,000	Task Force Review
375-3-0003	Direct	False	2100	120	16	\$185,000	Task Force Review
375-3-0004	Direct	False	2100	120	16	\$185,000	Task Force Review
375-3-0005	Direct	False	1000	221	16	\$10,500	Task Force Review
375-3-0006	Direct	False	1000	221	16	\$11,000	Task Force Review
375-3-0007	Direct	False	2100	221	16	\$14,000	Task Force Review
375-3-0008	Direct	False	2100	221	16	\$14,000	Task Force Review
375-3-0009	Direct	True	1000	110	11A	\$25,000	Task Force Review
375-3-0010	Direct	True	1000	110	11A	\$30,000	Task Force Review
375-3-0011	Direct	True	1000	110	11A	\$50,000	Task Force Review
375-3-0012	Direct	True	1000	110	11A	\$55,000	Task Force Review
375-3-0013	Direct	True	1000	320	12	\$30,000	Task Force Review
375-3-0014	Direct	False	1000	320	12	\$48,000	Task Force Review
375-3-0015	Direct	True	1000	110	12	\$166,250	Task Force Review
375-3-0016	Direct	False	1000	110	12	\$8,750	Task Force Review
375-3-0017	Direct	False	1000	110	12	\$24,000	Task Force Review
375-3-0018	Direct	False	1000	110	12	\$24,000	Task Force Review
375-3-0020	Direct	True	1000	210	12	\$22,000	Task Force Review
375-3-0021	Direct	True	1000	220	12	\$6,600	Task Force Review
375-3-0022	Direct	True	1000	220	12	\$7,000	Task Force Review
375-3-0023	Direct	False	2100	120	16	\$15,000	Task Force Review
375-3-0024	Direct	False	2100	120	16	\$15,000	Task Force Review
375-3-0025	Direct	False	1000	115	16	\$50,000	Task Force Review
375-3-0026	Direct	False	1000	115	16	\$50,000	Task Force Review
375-3-0027	Direct	False	2100	120	15	\$58,000	Task Force Review
375-3-0028	Direct	False	2100	120	15	\$60,000	Task Force Review
375-3-0029	Direct	True	1000	610	12	\$5,000	Task Force Review
375-3-0030	Direct	True	1000	610	12	\$5,000	Task Force Review
375-3-0031	Direct	False	2600	610	7	\$10,000	Task Force Review

375-3-0032	Direct	False	1000	300	10	\$74,551	Task Force Review
375-3-0033	Direct	True	1000	320	12	\$27,000	Task Force Review
375-3-0034	Direct	True	1000	320	12	\$10,000	Task Force Review
375-3-0035	Direct	True	1000	320	12	\$40,000	Task Force Review

## Line Item Details

Line Item ID: 375-3-0001

**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**

CERT SALARY

**Account Number**

07 E 1000 110 0000 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 375's 137 certified employees will be given \$1000 as premium pay in November. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$137,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$137,000

**Status**

Task Force Review

Line Item ID: 375-3-0002

**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**

CERT SALARY

**Account Number**

07 E 1000 110 0000 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 375's 140 certified employees will be given \$1000 as premium pay in November. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19

<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>	\$140,000
<b>Total Expenditures</b>	\$140,000

**Status**

Task Force Review

Line Item ID: 375-3-0003

**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**

NON CERT SALARY

**Account Number**

07 E 1000 120 0000 000

**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**

USD 375's 220 classified employees will be given \$1000 as premium pay in November. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$185,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$185,000

**Status**

Task Force Review

Line Item ID: 375-3-0004



**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**

NON CERT SALARY

**Account Number**

07 E 1000 120 0000 000

**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**

USD 375's 220 classified employees will be given \$1000 as premium pay in November. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19

<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>	\$185,000
<b>Total Expenditures</b>	\$185,000

**Status**

Task Force Review

Line Item ID: 375-3-0005

**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

**Account Number**

07 E 1000 220 0000 000

**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 on 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>	\$10,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$10,500

**Status**

Task Force Review

Line Item ID: 375-3-0006

**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**

FICA

**Account Number**

07 E 1000 220 0000 000

**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 on Premium Pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$11,000**Total Expenditures** \$11,000**Status**

Task Force Review

Line Item ID: 375-3-0007

**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

**Account Number**

07 E 1000 220 0000 000

**Function Code**

2100 - Support Services (Students)

**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 on Premium Pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$14,000**Status**

Task Force Review

Line Item ID: 375-3-0008

**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**

FICA

**Account Number**

07 E 1000 220 0000 000

**Function Code**

2100 - Support Services (Students)

**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 on Premium Pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$14,000**Total Expenditures** \$14,000**Status**

Task Force Review

Line Item ID: 375-3-0009

**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**

CERT SALARY

**Account Number**

07 E 1000 110 2500 000

**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**

Summer School - To aid in the learning loss that COVID 19 has contributed to within our district. We expanded our Summer School program to include all levels, 7-12. The Summer School program was 4 weeks with 16 staff for 7-12.

**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**

Task Force Review

Line Item ID: 375-3-0010

**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**

CERT SALARY

**Account Number**

07 E 1000 110 2500 000

**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**

Summer School - To aid in the learning loss that COVID 19 has contributed to within our district. We expanded our Summer School program to include all levels, 7-12. The Summer School program was 4 weeks with 16 staff for 7-12.

<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>	\$30,000
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<b>Total Expenditures</b>	\$30,000
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**Status**

Task Force Review

Line Item ID: 375-3-0011

**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**

CERT SALARY

**Account Number**

07 E 1000 110 0500 000

**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**

Summer School - To aid in the learning loss that COVID 19 has contributed to within our district. We expanded our Summer School program to include all levels, K-6. The Summer School program was 4 weeks with 27 staff for K-6.

<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>	\$50,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$50,000
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**Status**

Task Force Review

Line Item ID: 375-3-0012

**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**

CERT SALARY

**Account Number**

07 E 1000 110 0500 000

**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**

Summer School - To aid in the learning loss that COVID 19 has contributed to within our district. We expanded our Summer School program to include all levels, K-6. The Summer School program was 4 weeks with 27 staff for K-6.

<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>	\$55,000
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<b>Total Expenditures</b>	\$55,000
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**Status**

Task Force Review

Line Item ID: 375-3-0013

**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**

PROF DEVELOPMENT

**Account Number**

07 E 1000 320 1500 000

**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**

Professional Development/Technology - Professional Development and Technology for intervention of learning loss and distance learning due to COVID disruptions setbacks. Explore Learning - Reflex online elementary math support purchased during Covid for virtual instruction. Continued with subscription for ongoing support with math concepts.

<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>	\$30,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$30,000
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**Status**

Task Force Review

Line Item ID: 375-3-0014

**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**

PROF DEVELOPMENT

**Account Number**

07 E 1000 320 1500 000

**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**

Professional Development/Technology - Committee for Children/Second Step, software linked with these social emotional behavior programs are necessary due in response to COVID 19 and to prepare for any additional COVID 19 effects. The Second Step digital program is a research-based SEL program for Kindergarten through Grade 8. The classroom-based lessons and activities are designed to strengthen students' social-emotional skills, such as emotion management, impulse control, problem-solving, and empathy. Post Covid students have returned to school with higher SEL 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>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$48,000
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<b>Total Expenditures</b>	\$48,000
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**Status**

Task Force Review

Line Item ID: 375-3-0015

**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**

CERT SALARY

**Account Number**

07 E 1000 110 1500 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**

Salary for Director of Learning & Intervention, this multifaceted position focuses on Essential Learnings, MTSS structures, Professional Development and Social Emotional Learning including interpretation of all data that is gleaned from these areas. This position is necessary due to COVID 19 student learning loss.

Justification of Director of Learning & Intervention: 95%

The Director of Learning and Intervention position was created to address all aspects of learning loss due to covid pandemic affecting students. The position is multifaceted but rooted in data. MTSS implementation is one facet. Intervention begins with being able to assess students using a new tool- FastBridge, decipher the data, use a diagnostic to isolate the need and place students into a program or setting that addresses the specific need. Once this process is completed, monitoring progress of students is necessary for measurement of growth in the specific need area. If progress is not seen, the diagnostic is revisited and a different intervention is put into place in a timely manner. In order to do this work effectively for all students, consistent evaluation of the process, consistent data collection and consistent checking in with those delivering instruction is needed.

Tier I Core support is another facet. Building into reading instruction the Science of Reading components that encapsulates structured literacy is needed to address many reading skills including concerns with dyslexia. Monitoring high impact teaching strategies and working with administration on identification of these strategies in a data driven learning walk. Bringing all voices to the table to discuss what resources will benefit our students is also a component of this position. Researching which one of the resources considered renders the highest impact, yet budget friendly is a necessity.

As students returned to a "normal" year, it was evident that their social, emotional and academic behaviors had been impacted just as much if not more than their learning. If basic needs are not being met, learning will not happen at the impact level. Therefore another facet of this position is also making sure good SEL data is gathered, sorted and presented back to the teachers in a usable fashion. Trauma informed practices are then put into place and monitored throughout a set time for effectiveness. Data gathered on number of incidents, time of day, how many in a week are collected. Tier I instructional strategies are rolled out in core classes that address all students, then specific strategies are implemented holistically that benefit the students that need further support.

Professional development encompasses all aspects of this position. From MTSS implementation, FastBridge use & reports, grouping students effectively, working with the intervention teams in each building, dyslexia training, Structured Literacy training, science of reading training, HGSS assessment, new curriculum training, interpretation of KAP interim assessment data training, and utilization of Panorama for all things SEL focused on student success. 5% of this position is coordination with Greenbush for events held locally. Securing food for participants, arranging calendars and space. This amount is on a separate line item.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$80,750
<b>Budgeted Expenditures in SFY 2024</b>	\$85,500
<b>Total Expenditures</b>	<u>\$166,250</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**

CERT SALARY

**Account Number**

07 E 1000 110 1500 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**

Director of Learning & Intervention this multifaceted position focuses on Essential Learnings, MTSS structures, Professional Development and Social Emotional Learning including interpretation of all data that is gleaned from these areas. This position is necessary due to COVID 19 student learning loss. Professional development encompasses all aspects of this position. From MTSS implementation, FastBridge use & reports, grouping students effectively, working with the intervention teams in each building, dyslexia training, Structured Literacy training, science of reading training, HGSS assessment, new curriculum training, interpretation of KAP interim assessment data training, and utilization of Panorama for all things SEL focused on student success. 5% of this position is Professional Development Coordination with Greenbush for events held locally.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,250
<b>Budgeted Expenditures in SFY 2024</b>	\$4,500
<b>Total Expenditures</b>	<u>\$8,750</u>

**Status**

Task Force Review

Line Item ID: 375-3-0017



**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**

CERT SALARY

**Account Number**

07 E 1000 110 1500 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**

Technology Integration Coach to assist teachers with technology as a learning tool. With the pandemic, many technology platforms are now being used to better understand student learning and intervention. This position will provide a resource to ensure these tools are being used to address learning loss and provide immediate intervention.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$24,000</u>

**Status**

Task Force Review

Line Item ID: 375-3-0018

**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**

CERT SALARY

**Account Number**

07 E 1000 110 1500 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**

Technology Integration Coach to assist teachers with technology as a learning tool. With the pandemic, many technology platforms are now being used to better understand student learning and intervention. This position will provide a resource to ensure these tools are being used to address learning loss and provide immediate intervention.

<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>	\$24,000
<b>Total Expenditures</b>	<u>\$24,000</u>

**Status**

Task Force Review

Line Item ID: 375-3-0020

**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**

INSURANCE

**Account Number**

07 E 1000 210 1500

**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**

Employee Benefits for Director of Learning & Intervention, this multifaceted position focuses on Essential Learnings, MTSS structures, Professional Development and Social Emotional Learning including interpretation of all data that is gleaned from these areas. This position is necessary due to COVID 19 student learning loss. \*See full job description on salary line item

<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>	\$12,000
<b>Total Expenditures</b>	<u>\$22,000</u>

**Status**

Task Force Review

Line Item ID: 375-3-0021

**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**

FICA

**Account Number**

07 E 1000 220 1500

**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**

Payroll taxes on Director of Learning & Intervention, this multifaceted position focuses on Essential Learnings, MTSS structures, Professional Development and Social Emotional Learning including interpretation of all data that is gleaned from these areas. This position is necessary due to COVID 19 student learning loss. \*See full job description on salary line item

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,600</u>

**Status**

Task Force Review

Line Item ID: 375-3-0022

**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**

FICA

**Account Number**

07 E 1000 220 1500

**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**

Payroll taxes on Director of Learning & Intervention, this multifaceted position focuses on Essential Learnings, MTSS structures, Professional Development and Social Emotional Learning including interpretation of all data that is gleaned from these areas. This position is necessary due to COVID 19 student learning loss. \*See full job description on salary line item

<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>	\$7,000
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review

Line Item ID: 375-3-0023

**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**

NON CERT SALARY

**Account Number**

07 E 1000 120 0000 000

**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**

Aides needed in buildings due to various COVID related cleaning, sanitizing, and extra safety precautions. They also assist with class size reduction to help students with learning loss due to 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>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,000</u>

**Status**

Task Force Review

Line Item ID: 375-3-0024

**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**

NON CERT SALARY

**Account Number**

07 E 1000 120 0000 000

**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**

Aides needed in buildings due to various COVID related cleaning, sanitizing, and extra safety precautions. They also assist with class size reduction to help students with 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>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
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<b>Total Expenditures</b>	\$15,000
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**Status**

Task Force Review

Line Item ID: 375-3-0025

**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**

CERT SALARY

**Account Number**

07 E 1000 115 0000 000

**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**

Substitutes used to cover staff absences due to COVID 19 illnesses or quarantines. They also assisted with class size reduction to help students with learning loss due to COVID 19.

<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>	\$50,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$50,000
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**Status**

Task Force Review

Line Item ID: 375-3-0026

**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**

CERT SALARY

**Account Number**

07 E 1000 115 0000 000

**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**

Substitutes used to cover staff absences due to COVID 19 illnesses or quarantines. They also assisted with class size reduction to help students with learning loss due to COVID 19.

**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: 375-3-0027

**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**

NON CERT SALARY

**Account Number**

07 E 1000 120 0000 000

**Function Code**

2100 - Support Services (Students)

**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**

Addition of School Nurse position to help with mitigation, communication, reporting, and health protocols due to COVID 19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$58,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$58,000**Status**

Task Force Review

Line Item ID: 375-3-0028

**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**

NON CERT SALARY

**Account Number**

07 E 1000 120 0000 000

**Function Code**

2100 - Support Services (Students)

**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**

Addition of School Nurse position to help with mitigation, communication, reporting, and health protocols due to COVID 19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$60,000**Total Expenditures** \$60,000**Status**

Task Force Review

Line Item ID: 375-3-0029

**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**

PROF SERVICES

**Account Number**

07 E 1000 610 0500

**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**

Summer School supplies for Elementary School, Middle School and High School, hot spots and Zoom fees. These supplies will be used for Learning Intervention and ongoing learning loss due to the COVID 19 pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,000**Status**

Task Force Review

Line Item ID: 375-3-0030

**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**

PROF SERVICES

**Account Number**

07 E 1000 610 0500

**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**

Summer School supplies for Elementary School, Middles School and High School, hot spots and Zoom fees. These supplies will be used for Learning Intervention and ongoing learning loss due to the COVID 19 pandemic.

<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: 375-3-0031

**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**

SUPPLIES

**Account Number**

07E26006100000

**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**

Custodial supplies and PPE for sanitizing and cleaning to prevent the spread of 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>	\$5,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
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<b>Total Expenditures</b>	\$10,000
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**Status**

Task Force Review

Line Item ID: 375-3-0032

**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**

PROF SERVICES

**Account Number**

07E10003000000

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL 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**

Partnership with SCMH to bring counselors into our buildings. This social emotional professional help is needed due to the effects of the COVID 19 pandemic.

<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>	\$39,551
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<b>Budgeted Expenditures in SFY 2024</b>	\$35,000
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<b>Total Expenditures</b>	\$74,551
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**Status**

Task Force Review

Line Item ID: 375-3-0033

**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**

PROF DEVELOPMENT

**Account Number**

07 E 1000 320 1500 000

**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**

Professional Development/Technology - Fastbridge platform for universal screening, progress monitoring, reading/math assessments and social emotional behavior assessments. Software linked with these social emotional behavior programs are necessary due in response to COVID 19 and to prepare for any additional COVID 19 effects. The data gleaned from FastBridge is used to inform Tier I instruction, formulate our Tier II and Tier III intervention groups not only for reading & math but to include SEL tiered supports as well.

<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>	\$27,000
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<b>Total Expenditures</b>	\$27,000
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**Status**

Task Force Review

Line Item ID: 375-3-0034



**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**

PROF DEVELOPMENT

**Account Number**

07 E 1000 320 1500

**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**

Professional Development/Technology - Professional Development and Technology for intervention of learning loss and distance learning due to COVID disruptions and setbacks. Additional licenses for Lexia

<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>	\$5,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
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<b>Total Expenditures</b>	<u>\$10,000</u>
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**Status**

Task Force Review

Line Item ID: 375-3-0035

**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**

Prof Development

**Account Number**

07 E 1000 320 1500

**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**

Professional Development/Technology - Professional Development and Technology for intervention of learning loss and distance learning due to COVID disruptions and setbacks. Lexia which is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities.

<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>	\$40,000
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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**

Task Force Review



# ESSER III APPLICATION FOR D0381

**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>
Spearville	304 E Avenue B, Spearville, KS 678760338	P.O. Box 338, Spearville, KS 678760338
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Daryl Stegman	daryls@usd381.org	(620) 385-2676

## 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>
Daryl Stegman	Superintendent	daryls@usd381.org	(620) 385-2676
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Kayla Rogers		kaylar@usd381.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://docs.google.com/document/d/153JwvXnmnk5yaWbOcQQoaDPtHN8XVN31/edit>

## 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 small rural district is continually working with our county health department for the most recent recommendations, while following our Plan for Safe Return to help with prevention and mitigation of COVID-19.

The ESSER 3 funds will be used to mitigate learning loss in several ways. Testing shows that students in the district experienced learning loss with different age groups and populations. First, additional resources were purchased to help identify student learning loss. Along with the resources there is additional training for the staff to better help all students while also allowing them to help focus on individual students. Secondly, a summer school program was started last summer to provide K-12 programs to address learning loss for those students identified with learning loss. Teachers identify these students and spend time tutoring them one on one during the summer or worked with them in small groups during summer school. This will continue at least through FY24. Thirdly, we will encourage students with learning loss to attend an afterschool program. Students will receive help with potential homework, which will help reduce the stress at home for both the student and the parents. Additionally, they will receive an afterschool snack which will help the family burden during these times. Funds will also be used to help with cleaning supplies and additional cleaning personnel.

# 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 made available to all stakeholders including students to get their input on the use of ESSER 3 funds. The Google Survey was provided on our social media sight and our district website and a student version was emailed directly to students. The MSHS students were provided time during the school day to complete the google survey. The results indicated that most students felt that helping students who were failing was important. Some students felt it would be good to use the funds to provide additional course offerings. Students did not seem to be as concerned about the impact of COVID as adults. They did support the idea of providing intervention and support for students who were struggling academically. The two areas students felt the strongest about were providing additional help for struggling students and having structured interventions for students during the school year.

## Families

A survey was made available to all stake holders including students to get their input on the use of ESSER 3 funds. The Google Survey was sent out on our social media sight and our district website along with sending an electronic reach to inform the families of the opportunity to provide their opinion. Feedback has also been received through the district site council. Providing academic support by supporting intervention strategies was an important priority. Parents feedback demonstrated they especially wanted academic support and extra help for their children. Parents also support summer school programs and interventions during the school day over an afterschool programs.

## School and District Administrators including Special Education Administration

The school and district administration have looked at multiple strategies during administrative meetings to address learning loss in schools. Ideas like providing alternative programs like summer school, adding Tiered Interventions at the middle/high school and enrichment programs. The special education administration has met with superintendents within our SKACD Coop and with the SKACD Board to get input for ways to use ESSER funding to best help students. SKACD has agreed to help provide help with tiered materials, reading intervention, professional development, and provide an emotional support team as much as possible.

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

Teachers, Principals, School Leaders, other Educators, School Staff, and SEA (Spearville Educators' Association) have all been a part of getting input through a survey and meetings. This includes Building Leadership Team meetings, District Leadership Team meeting, District Site Council and throughout BOE discussions. The input from these various groups along with the community all have concerns with the academic loss and social emotional loss among the student body. These all line up with the survey results that indicate the need for summer school, the after school program, and a more in-depth focus with students with their learning loss from the beginning of COVID 19 and continuing.

## Tribes

Within the Google Survey provided to all stake holders; families had the opportunity to provide their opinion for the usage of ESSER fund, there was one response to the relationship as a Native American. In a review of our student information system, we identified seven students who reported as members as Native American. The district reached out to the parents of these students, in a phone conversation, to gain further feedback on how the district could use ESSER 3 funds to better serve and/or support the students and families. They were all given the opportunity to share their opinion and were asked if they filled out the community survey. When discussing how the district was planning on utilizing funds, the parents indicated that they did not have any specific feedback or concern on this and complimented the district on how they spend funds. All families indicated they did not belong to any certain tribe in the area.

## Civil Rights Organization including Disability Rights Organizations

Within the Google Survey provided to all stake holders; families had the opportunity to provide their opinion for the usage of ESSER fund, there was no response to the relationship as a Civil Rights Organization question. In a review of our student information system, we identified five students who reported as members as African American. The district reached out to the parent of these students, in a phone conversation, to gain further feedback on how the district could use ESSER 3 funds to better serve and/or support the students and families. They were given the opportunity to share their opinion and were asked if they filled out the community survey. When discussing how the district was planning on utilizing funds, the parents indicated that they did not have any specific feedback or concern on this and complimented the district on how they spend funds. We also reached out to Dodge City United Way and did not receive any feedback. The district still has plans to implement the following supports that we feel will benefit all of our students: afterschool program, summer school, Tiered Interventions.

### **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 reached out to the organizations in our state and region regarding suggestions to best meet the needs of our students in various subgroups. Regarding homeless students, we do not have any identified homeless families. Spearville is very fortunate to not have incarcerated students. The district has communicated with our migrant contact at Fort Scott Community College to gain more information on better supports but did not receive feedback regarding supports for migrant students. In the 2021-2022 school year, the number of foster students went to zero. The foster family that usually takes in children determined they did not want to deal with COVID and what it might mean to attend school. Presently, the family has a couple of foster students. When reaching out to this family, they did not have any concerns with the school's plans for the ESSER3 plan. Spearville has a very small population (10) of ELL students. When asked about any recommendations, a parent remarked being happy the material being sent out in more than one language. About a third of the families of children with disabilities responded to the survey. When we reached out to our Special Education Staff (those working with the families), they mentioned the parents appreciate the schools use of time and resources. Less than a third of the children with disabilities attended summer school. While we had good numbers in the summer school program this year, we have parent interested and hopeful that we will continue this in the future; they are asking if their child can participate next year. Parents have really appreciated having an afterschool program and since COVID started, we have seen an increase in the number of families participating. One item that has been shared from all stakeholders has to do with the fact the school is trying to operate as normally as possible. Even the students that were not allowed to be in the school building at the end of the year, really appreciate being able to be here. They appreciate trying to keep the school clean, so school can run normal. The district is small enough that we will continue to work with each small subgroup when necessary.

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

The district extended the Google Survey to our local community and businesses. The survey was sent out to all parents and all community members. The notification of the survey opportunity was posted on our website, school Facebook, community Facebook and throughout local businesses. The survey seemed to be well received, but responses were much more limited than we expected. The feedback that was provided included, afterschool program, additional training for staff, summer school, and more cleaning material and staff.

### **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.**

Since the beginning of COVID, Spearville USD 381 has been affected with increased financial burden, noticeable learning loss, and emotional impacts on our students and staff. In regards to the financial cost, we have increased our cleaning staff and supplies, increased our technology for our staff to be able to effectively communicate with the students while they are at home. The availability for our students to take home their Chromebooks has led to more repairs than we have previously experience. Spearville has also incurred an increase in overtime for facility and technology cleaning and the increased need for supplies to meet these needs.

In regards to learning loss, there has been a drop in scores in our local and state data. Teachers have also noted a drop in scores with informal and formal assessments. During the 2020 school shutdown, when the lower elementary grades missed 9 weeks of in class learning, the students missed important skills they were not able to be taught. While the elementary staff have made some gains, there is still a need to address the learning loss.

The emotional impact of COVID-19 had started to become evident the spring of 2021 and has been more noticeable this past school year. This has been observed with the increase in counselor meetings with individual and small groups of students that are over-stressed with the effects that COVID has made. This has taken the counselor and teachers away from being able to work with larger scale groups since they are also working alongside with the administration to address the learning loss with students and the data that is accompanied with that. Today our enrollment is 344.

**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)**

Spearville has already started a summer school to address the academic impact of the pandemic on students. Part of the funds will be used to continue this over the next several summers. Students who need additional services will be identified by staff members by looking at assessment results and by using data that pinpoints areas of concern. Spearville summer school will be set up utilizing traditional 4 days a week program that addresses the targeted learning losses of students for all student populations. This approach was very popular with students, parents, and teachers. Teachers will use evidenced based practices when working with students. Examples of this for ELA include: phonemic awareness, intense vocabulary instruction, teaching the writing process, and other explicit instruction activities. Examples for mathematics includes: number concepts, teaching the problem solving process, visual representation of math concepts along with other explicit math instructional strategies. Professional development for staff members will also be required, specifically in the area of Fastbridge, tiered intervention, and dyslexia training and other intervention strategies.

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

The district will be using the remaining ESSER funds to help with the increase cost of cleaning supplies and supplies to provide touchless faucets to help decrease the spread of germs.

**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 district will monitor the number of students recommended for a SIT evaluation as well as their grades. We will further monitor the number of students that are engaged in school clubs and programs.

Spearville brought in a specialist from Southwest Plains Regional Service Center for FastBridge training and to help with implementation of interventions that will be utilized from FastBridge include a social emotional aspect that will used on all students to assess their current state of mental health. That data will be used to identify students that are in need of additional support and resources. The intervention program comes with guided practices to address the need that will be used by the staff. Since it will be used on all students the areas of low-income, students of color, ELL, children of disabilities, student experiencing homelessness, children of foster, and migratory students will be included.

The administrations will ensure that program is implemented, students are identified, and target areas for interventions are addressed. The elementary and secondary SIT plans and interventions plans will address both academic and social emotional needs of students especially at-risk or low income families.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$207,891	\$0	\$207,891	ESSER III Allocations	\$41,579
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$207,891	\$0	\$207,891	Amount Still Needed	\$41,579
In Review Total	\$207,891	\$0	\$207,891	In Review Total	\$167,004
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
381-3-0001	Direct	True	1000	110	11A	\$53,067	Task Force Review
381-3-0002	Direct	True	1000	122	11B	\$37,796	Task Force Review
381-3-0003	Direct	True	1000	735	9	\$65,716	Task Force Review
381-3-0004	Direct	True	2200	320	1A	\$10,425	Task Force Review
381-3-0005	Direct	False	2600	610	7	\$40,887	Task Force Review

## Line Item Details

Line Item ID: 381-3-0001

**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

**Account Number**

18-1000-110-20

**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**

During the 2021-22 school year the staff was noticing learning loss from the recent covid experience and cancellation from normal school in previous years. While students did show some gains during the school year, it was determined to have a summer learning program for those students in the lower tier, failing a class, and/or the teacher recommendation. To give these students an opportunity to be at grade level, it was determined to offer them learning time 4 days a week (Monday-Thursday) from 7:30-11:30 during the month of July. The total amount of time will accumulate to 42 hours. The teaching staff will be able to work in small group settings and with individual students. Letters were sent to the parents encouraging the students to participate, but will not be mandated. Plans are that we will have this program for three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$17,689
<b>Budgeted Expenditures in SFY 2023</b>	\$17,689
<b>Budgeted Expenditures in SFY 2024</b>	\$17,689
<b>Total Expenditures</b>	<u>\$53,067</u>

**Status**

Task Force Review

Line Item ID: 381-3-0002



**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

**Account Number**

18-1000-110-20

**Function Code**

1000 - Instruction

**Object Code**

122 - Part-Time 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**

The unfortunate thing about the learning loss caused from Covid, is the fact that students still have to attend school while being behind. Students will have the opportunity to receive additional academic help while going through the school year. The intention is to give the students support with the normal school day concerns. The support the students will receive comes from 3 adult paraprofessionals and 1 high school helper. These helpers will allow for better supervision; allow work in smaller settings and give students a better opportunity to get things done so they don't have to take it home. Additional, this time will relieve stress on the families as the students will have the opportunity to complete some assignments before they head home.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$18,898
<b>Budgeted Expenditures in SFY 2023</b>	\$18,898
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$37,796</u>

**Status**

Task Force Review

Line Item ID: 381-3-0003

**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

**Account Number**

18-1000-610-32

**Function Code**

1000 - Instruction

**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**

The academic differences among students has always existed and will most likely continue. What we have noticed is the amount of loss during our Covid times has increased the amount of learning loss. We are finding the need for additional technology to help with multiple assessments and to reach a wider range in the students. The district has chosen to use resources/programs listed on the KSDE approved evidence-based practices. We will be using Study Island in Edmentum, Accelerated Reader in Renaissance, Fastbridge Learning Program, IXL, Moby Max, and XELLO. These six resource programs/assessments should give our staff the material to monitor and guide individual students progress and help them gain back some of the learning loss during Covid and help them in the future.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$49,646
<b>Budgeted Expenditures in SFY 2023</b>	\$8,035
<b>Budgeted Expenditures in SFY 2024</b>	\$8,035
<b>Total Expenditures</b>	\$65,716

**Status**

Task Force Review

Line Item ID: 381-3-0004

**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

**Account Number**

18-2200-300-00

**Function Code**

2200 - Support Services (Instructional Staff)

**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 staff is needing professional training on tiered interventions and utilizing Fastbridge to help all students. Staff will be better prepared to help students that show signs of being behind from the educational opportunities lost during COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,475
<b>Budgeted Expenditures in SFY 2023</b>	\$3,475
<b>Budgeted Expenditures in SFY 2024</b>	\$3,475
<b>Total Expenditures</b>	\$10,425

**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

**Account Number**

18-2600-610-00

**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**

If there is one advantage with during these Covid time, it would probably be the awareness to clean your hands more often and to clean the facility better. The downside is that all the cleaning supplies, including soap and paper towels has increased in cost. The students and staff are doing a good job with washing when necessary, but not all our facilities have hand dryers, so we still use paper towels. Also, during these covid times we have hired a cleaning crew to help with cleaning some of our facilities. While we are not using ESSER money to pay for the additional crew, we are going through more cleaning materials. The increase amount of cleaning has led to a variety of cleaning supplies increase. Some of them to be considered are: hand soap, trash can liners, paper towels, carpet cleaners, Tersono stabilizer (filters for our machines that allow for our chemical free cleaning), scrubbing pads for the hallway buffers, vacuum cleaners to replace ones that have broken, and air filters.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$13,630
<b>Budgeted Expenditures in SFY 2023</b>	\$13,630
<b>Budgeted Expenditures in SFY 2024</b>	\$13,627
<b>Total Expenditures</b>	<u>\$40,887</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met

Please provide more information about the types of supplies and materials you're requesting. To justify this request, you need to explain how this expenditure request will address a COVID-19 need. For each of the line item narratives, we need a comprehensive paragraph so keep that in mind as you're revising each of the line item descriptions. Thanks for your help with this!

# ESSER III APPLICATION FOR D0390

Status

Task Force Review

## KSDE Application Comments

This is a link to an example stakeholder engagement response.

Stakeholder Engagement Example - <https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSERIII-StakeholderFeedbackExample.pdf>

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>
Hamilton	2596 W Road North, Hamilton, KS 66853	2596 W Road North, Hamilton, KS 66853
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Mike Ronen	mronen@hamilton390.net	(620) 678-3244

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Claudia Deeder	Board Clerk	cdeeder@hamilton390.net	(620) 678-3244

## 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/1TXU2qwoMlfjaWGIYYVL0c\\_HJ-w1Jz0Ph/view](https://drive.google.com/file/d/1TXU2qwoMlfjaWGIYYVL0c_HJ-w1Jz0Ph/view)

## 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 390 has experienced a great deal of learning loss due to the past two years of COVID illness and quarantine. Generally speaking, we will use the funds to mitigate further virus exposure while putting practices in place that will close the gap on our learning loss. These practices would include professional development for administration and staff, technology purchases and training for staff and students, targeted software purchases for student use while at school or home, cleaning supplies, and assistance with our sudden increase in our need for substitute employees.

## 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 were engaged in the ESSER 3 process via survey that was given during a class period on a regular school day. Through this survey, the following priorities were recognized by our 7-12 student body. The top items are listed in rank order:

1. Computer devices for students to use while at school or at home.
2. Pay for USD teachers and staff for extra work done beyond their normal job description.
3. Software to be used to identify gaps in student learning as well as software for intervention learning.

Our district ESSER 3 plan addresses all of these student priorities.

## **Families**

Families were given the same survey as the students by direct email. The prioritized items from our parent/community member survey are listed below:

1. Software to be used to identify gaps in student learning as well as software for intervention learning.
2. Professional development for USD instructional staff, mostly related to social and emotional learning, data gathering, and instructional intervention development.
3. Pay for USD teachers and staff for extra work done beyond their normal job description.

Our district ESSER 3 plan addresses all of these parent/community priorities.

## **School and District Administrators including Special Education Administration**

Although the admin was involved in the creation of the survey for our stakeholders, we did not actually take the survey ourselves. With only 3 on our admin team, including a SPED director from our area co-op, we talked about our priorities in a face to face, sit down meeting. The prioritized items from our meeting are listed below:

1. Professional development for USD instructional staff, mostly related to social and emotional learning, data gathering, and instructional intervention development.
2. Software to be used to identify gaps in student learning as well as software for intervention learning.
3. Computer devices for students to use while at school or at home.

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

\*updated on October 26, 2022.

With our very small district we have an admin team of 1 Superintendent, 1 PK-12 Principal, and 1 SPED Director. Our staff of 11 teachers, all of whom are members of our teacher association, and 1 SPED teacher met on two occasions to get input on the survey. We also received input on types of software to be purchased and used with our after school academic support as well as our computer lab. In addition, this group was involved with our decision to move to FastBridge screening software for this school term.

## **Tribes**

USD 390 is unaware of any tribal families residing in our district. We did reach out to our SPED co-op and to the Greenwood County offices to see if they knew of any families and they did not.

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

The district reached out to the Disability Rights Center of Kansas to discuss our plan with them. The input received was that our existing plan included several interventions that would work to assist students with disabilities including the after school academic support time, professional development for teachers in the area of student trauma, a computer lab with software to be used for credit recovery, and additional cleaning supplies.

## **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**

Updated on October 26, 2022

Our district currently does not have any English learners, homeless students, migratory students, or children who are incarcerated. We do occasionally have students in foster care but none currently. Our PK-12 Principal is our foster care contact person and she was on our committee that developed our survey so her voice representing potential foster care children was heard.

We currently have 14 students under an active IEP. Our SPED teacher, representing our 14 students, was at both staff meetings when our ESSER plan was discussed. She was involved in the creation of our survey and the selection of software to be used for close our learning gaps.

Our SPED students were given the same survey as all students and with our very small student body, a logical assumption can be made that their priorities would be the same as the total student survey, especially given the fact that the top 3 priorities did not have a close 4th. The top 3 priorities for all students were:

1. Computer devices for students to use while at school or at home.
2. Pay for USD teachers and staff for extra work done beyond their normal job description.
3. Software to be used to identify gaps in student learning as well as software for intervention learning.

Our district ESSER 3 plan addresses all of these student priorities.

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

Updated on October 26, 2022

Hamilton is a community with a population of just over 200 and our district has roughly 35 parents residing in our district. The district conducted a site council meeting on May 4, 2022. This meeting is open to the public and a review of the ESSER III survey and plan was on the agenda. Our purpose of having the agenda item was to receive feedback from the site council on the creation of our public survey. After completion, the survey was directly sent to patrons of our community through 2 avenues -- 1. a direct text message that contained a link and 2. access to a link on our district web site. We were pleased that 17 parents or patrons completed and returned the survey. The priorities of this small group of parents and patrons echoed that of the survey results that we received from the other groups that were emailed the survey. Top priorities, listed in order, are below:

1. Software to be used to identify gaps in student learning as well as software for intervention learning.
2. Computer devices for students to use while at school or at home.
3. Professional development for USD instructional staff, mostly related to social and emotional learning, data gathering, and instructional intervention development.

Our ESSER 3 plan addresses all of these priorities.

### **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 illness and quarantines became regular occurrences during the 20/21 school term. Luckily, our district had just embarked on a 1:1 technology initiative for our 1-12 grade students. However, we had not involved our PK or K students yet and internet connectivity was still a problem with some of our households. We attempted at home learning with teachers sometimes teaching from home and students often learning from home. Although we did the best we could, there was an obvious learning gap that widened as the year progressed.

During the 21/22 term, our illnesses decreased among our students and teachers but quarantines increased as testing became more prevalent and students and teachers were asked to stay home in an attempt to mitigate the virus. Our 1:1 technology added the PK and K students and our training started to catch up with our already provided technology. However, the learning gap widened a bit although the rate of decline did slow some. The gaps were most apparent in reading and math, which was no surprise to teachers and administration.

Year 22/23 brings more technology, more training, and an addition of new universal screening software to help us target our specific learning gap students.

These learning gaps affected most students, including our students with special needs and our students with behavior problems. We feel our plans for closing the learning gap will be beneficial to all 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 plan to use funds to address the learning loss in the following ways:

\*Professional Development for all staff and administration to close the learning gaps within our district. Areas of PD will include data collection and interventions, instructional coaching, recognizing kids that are experiencing trauma and strategies for those students, and assessment methods.

\*In order to assist with closing our learning gap, we plan to implement an academic support after school program for 30 minutes twice a week for students to receive extra help with any academic challenges but mostly in the areas of reading and math.

\*In order to assist with closing our learning gap, we plan to create a small computer lab for virtual learning to be used for credit recovery, interventions, and enhanced learning opportunities. For this lab, we plan to purchase literacy/reading/spelling/grammar, and other software to assist our students with extra support that can be used during school time or at home study.

\*Due to increased enrollment our 1:1 laptop initiative needs to grow proportionately with our student increase. We purchase laptops for our 1-12 grade students and M7 tablets for our PK and K students. These can be used during times of illness or quarantine when virtual learning is needed. We also use them for credit recovery courses as well as course enrichment activities. We will need about 35 laptops and 10 M7 tablets.

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

Other, non-learning gap, items are below:

\*To help combat our 40% staff turnover from last year, we are requesting premium pay for all district employees. This pay is necessary given the increased job related duties that are taking place by our staff responding to the academic, social and emotional needs of our students. All employees have agreed to and are performing the extra duties. These duties include but are not limited to : increased time and effort to provide academic support, social and emotional support, and wellness support, safe transportation, and extra communication with students and families due to virtual learning and illnesses, extra work with data analysis and targeted interventions, and increased development of resources to teach virtually, and the time and effort put out in order to keep our facility clean and safe.

\*Purchasing cleaning and disinfecting supplies that are beyond normal, pre-COVID quantities and strength. These supplies could also include masks, face shields, thermometers, and gloves.

\*Due to increased sickness and quarantine, we have a much greater need for substitutes in our very small district. This not only affects our teaching staff but our also our classified staff, especially in the custodial and food service areas. This amount would help cover costs for our increased number of subs.

**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 3 plan was developed with cooperation from USD staff, parents, students, community members, SPED representatives, and written according to their requests by administration. We feel this plan address the current needs for our students, especially in the area of reducing our learning gaps among students.

Our district will frequently monitor progress through our screening software with students tested a minimum of three times each year. For students needing more help, interim screening will occur monthly. The results of the screening will be shared with students, parents, board members, and our staff. In addition, state assessments and other local assessments will be used to gauge progress. For our social and emotional growth we will use MYSAEBRS and SAEBRS tools to monitor progress. IXL and Lexia software are used for targeted interventions in our elementary grades.

Using the data provided by all of these pieces should allow us to personalize our learning and target it toward each student's individual needs and to monitor progress in an effective manner that enable us to pivot when necessary.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$123,791	\$0	\$123,791	ESSER III Allocations	\$24,759
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$123,791	\$0	\$123,791	Amount Still Needed	\$24,759
In Review Total	\$123,791	\$0	\$123,791	In Review Total	\$29,500
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
390-3-0001	Direct	True	2200	300	12	\$27,500	Task Force Review
390-3-0002	Direct	True	1000	111	12	\$2,000	Task Force Review
390-3-0003	Direct	False	1000	653	12	\$24,000	Task Force Review
390-3-0004	Direct	False	1000	111	16	\$26,000	Task Force Review
390-3-0005	Direct	False	1000	610	7	\$3,000	Task Force Review
390-3-0006	Direct	False	2220	650	12	\$14,291	Task Force Review
390-3-0007	Direct	False	1000	115	16	\$27,000	Task Force Review

## Line Item Details

Line Item ID: 390-3-0001

**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 Professional Development

**Account Number**

07-2200-300-2000

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Repeat from ESSER 2 - Professional Development for all staff and administration to close the learning gaps within our district. Areas of PD will include data collection and interventions, instructional coaching, recognizing kids that are experiencing trauma and strategies for those students, and assessment methods.

<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>	\$12,500
<b>Total Expenditures</b>	\$27,500

**Status**

Task Force Review

**Line Item Comment from KSDE**

10-17 As per district, this training includes Fastbridge training.

Line Item ID: 390-3-0002

**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 Teacher Salary

**Account Number**

07-1000-111-2000

**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**

In order to assist with closing our learning gap, we plan to implement an academic support after school program for 30 minutes twice a week for students to receive extra help with any academic challenges but mostly in the areas of reading and math.

<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>	\$500
<b>Total Expenditures</b>	\$2,000

**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**

ESSER 3 Software

**Account Number**

07-1000-653-2000

**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**

In order to assist with closing our learning gap, we plan to create a small computer lab for virtual learning to be used for credit recovery, interventions, and enhanced learning opportunities. For this lab, we plan to purchase literacy/reading/spelling/grammar, and other software to assist our students with extra support that can be used during school time or at home study.

<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>	\$24,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

10-26 As per district, this expenditure is for computer software and is connected to line 006. 10-17 As per district, this lab is an intervention specifically for students struggling as a result of missed days due to COVID or remote learning.

**Allocation Type**

Direct Allocation

**Is this 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**

07-1000-111-2000

**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**

Repeat of ESSER 2. To help combat our 40% staff turnover from last year, we are requesting premium pay for all district employees. This pay is necessary given the increased job related duties that are taking place by our staff responding to the academic, social and emotional needs of our students. All employees have agreed to and are performing the extra duties. These duties include but are not limited to : increased time and effort to provide academic support, social and emotional support, and wellness support, safe transportation, and extra communication with students and families due to virtual learning and illnesses, extra work with data analysis and targeted interventions, and increased development of resources to teach virtually, and the time and effort put out in order to keep our facility clean and safe. Expected payment will be made as follows: \$1,000 for certified employees and \$500 for classified employees with prorating done for part time employees.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$26,000**Status**

Task Force Review

Line Item ID: 390-3-0005

**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 3 Cleaning Supplies

**Account Number**

07-1000-610-2000

**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**

Repeat of Esser 2. Purchasing cleaning and disinfecting supplies that are beyond normal, pre-COVID quantities and strength. These supplies could also include masks, face shields, thermometers, and gloves.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$3,000**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**

ESSER 3 Technology

**Account Number**

07-2220-650-2000

**Function Code**

2220 - Educational Media Services

**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**

Repeat of Esser 2. Due to increased enrollment our 1:1 laptop initiative needs to grow proportionately with our student increase. We purchase laptops for our 1-12 grade students and M7 tablets for our PK and K students. These can be used during times of illness or quarantine when virtual learning is needed. We also use them for credit recovery courses as well as course enrichment activities. We will need about 35 laptops and 10 M7 tablets.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,291
<b>Total Expenditures</b>	<u>\$14,291</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

10/26 As per district, this expenditure is for the hardware that goes with the software from line 003.

**Allocation Type**

Direct Allocation

**Is this 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 Sub Pay

**Account Number**

07-1000-115-2000

**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**

Repeat of Esser 2. Due to increased sickness and quarantine, we have a much greater need for substitutes in our very small district. This not only affects our teaching staff but our also our classified staff, especially in the custodial and food service areas. This amount would help cover costs for our increased number of subs.

<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>	\$12,000
<b>Total Expenditures</b>	<u>\$27,000</u>

**Status**

Task Force Review

**Kansas CommonApp (2020)**

3513-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



zPaxwPqv

# 399\_Paradise\_ESSERII\_10\_24\_2

## Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Matt Pounds

**Applicant / Mailing Address**

710 5th Street  
Natoma, KS 67651

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

**Applicant / Email Address of Owner, CEO, or Executive Director** mpounds@natoma-usd399.net

**Applicant / Phone Number** 7858854849

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)** Cambria Ellis

**Fiscal Agent / Email (if applicable)** cellis@natoma-usd399.net

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

710 5th Street  
Natoma, KS 67651

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## Application details

Full District Name	USD 399 Natoma - Paradise - Waldo
District Number	399
Mailing Address   Street Address	P.O. Box 100 - 710 5th Street
Mailing   City	Natoma
Mailing Address   Zip Code	67651
Authorized Representative of the District   Name	Matt Pounds
Authorized Representative of the District   Position or Title	Superintendent/PreK-12 Principal
Authorized Representative of the District   Email Address	mpounds@natoma-usd399.net
Authorized Representative of the District   Phone Number	+17858854849
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.

Refer original application, this is a change request.

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.

Refer to initial application notes, this is a change request.

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

Refer to initial application notes, this is a change request.

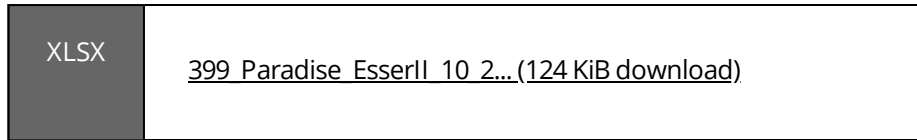
### **Notes on ESSER II application Excel template:**

- 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



# ESSER III APPLICATION FOR D0402

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>
Augusta	2345 Greyhound Drive, Augusta, KS 67010	2345 Greyhound Drive, Augusta, KS 67010
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Matt Ward	mward@usd402.com	(316) 775-5484

## 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>
Dale Nuckolls	Director of Finance	dnuckolls@usd402.com	(316) 775-5484
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Janet Doud		jdoud@usd402.com	
<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.usd402.com/264162\\_2](https://www.usd402.com/264162_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?**

ESSER III funds will be used to continue several positions, services and cleaning products that we acquired with ESSER I & II funds. This includes positions and programs targeted at reducing learning lost, including summer school, MTSS specialists and elementary paraprofessional interventionists. Other positions we plan to continue include our 0.5 FTE nurse at Augusta High School and a portion of our 1.5 FTE mental health liaisons. These positions will help keep students and staff both mentally and physically healthy to remain in school throughout the pandemic.

We plan to continue purchasing necessary PPE & cleaning supplies such as masks (if necessary), sanitizer and other cleaning chemicals necessary to keep our buildings safe and keep our students and staff healthy to where they can remain in school. Continuing to pay half our high school nurse's salary and continuing to purchase necessary cleaning supplies is practicable and consistent with the most recent CDC guidance and will help to keep our schools continuously and safely open for in-person learning.

## 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

August 28th, 2022

Matt Ward, Superintendent of School, has a meeting with the Principal's Advisory Council at Augusta High School. This meeting was to discuss and facilitate a survey with the students involved with council to get their input on how they would like to see ESSER III funding allocated and spent.

One of the questions within the survey asked what programs would students like to see considered as part of the District's ESSER III application. Some of the most popular answers were after school tutoring programs, additional instructional materials and resources, summer learning programs and offering additional extra-curricular activities.

Students were then asked what was the most important to prioritize and invest in. These answers varied as several students believe the most important investments should be made through after school tutoring, offering additional extra-curricular activities and additional instructional materials and resources. A few students also saw importance in providing additional technology for student use, purchasing additional supplies to sanitize and clean facilities and facility upgrades to support student health needs.

Lastly, the council was allowed the opportunity to provide any other ideas that they thought should be brought up for consideration in selecting and prioritizing how ESSER III funds should be spent. Most students did not provide additional input, but a few noted that they would like to the funds to be used to pay teachers more. One student reiterated the importance of mental health representation. Another student had an idea to have support teachers that could assist students with grades and relationships.

RESPONSE TO KSDE QUESTION: The Principals Advisory Group is a representation of all students. The group includes 20-30 high school students that represent the majority of the student body population throughout the school. They include STUCO members, students involved in choir, play and drama, athletes, students involved in other extra-curricular organization and students that are not affiliated with other extra-curricular organizations. The diversity of personal interests within the group brought out differing opinions, but nearly all were ideas were focused on extra needs of supporting students and staff to help.

## Families

The district accumulated feedback from families through a survey they gave parents the opportunity to note how important they believe allowable ESSER III items were to them. The survey generated responses from parents, staff that are also parents of students, parents of English language learners, parents of students with disabilities and parents of other underserved students.

The survey gave parents the opportunity to rate how important the allowable uses were to them on a scale of Very Important, Important, Somewhat Important and Not Important. At the end of the survey they were allowed the option to add additional suggestions that they thought would be allowed for ESSER funds. A portion of the parents took the opportunity to add their ideas to the list of allowable uses.

Of the allowable items suggested in the survey parents were most supportive of additional behavioral support and interventions, expanded social and emotional learning and mental health services, adding personnel and support staff for academic intervention and after school tutoring programs. These services receive the highest ratings of "Very Important". Other services that parent saw as "Important" were adding additional instructional materials and resources, offering additional extra-curricular activities and offering more professional development for teachers.

Some of the other allowable uses that did not receive as much support included summer programs and providing technology for student use. Both of these received the highest responses for being "SomeWhat Important". The allowable uses that received the least amount of support and the highest responses for being "Not Important" were purchasing additional supplies to sanitize and clean facilities and facility upgrades that support student health needs.

Parents that took the opportunity to add their ideas to the survey had a variety of different responses. Several wanted free lunch or reduced fees to be consistent with how free lunches were provided to all students during 2020-21 and 2021-22 school years. Other parents wanted additional support services to help with learning-loss associated with being out of school during the pandemic. They wanted to see the money go to increasing teacher and para salaries or providing them with bonuses. Last year we had to close one of our elementary schools due to continuously smaller class sizes at the school and the ability to move all the students to another elementary that was newer and had the capacity to educate the students. A few parents noted that they would like to see the funds used to help keep the elementary school open with comments regarding keeping class sizes smaller. There were comments regarding adding more afterschool care services. A couple parents even wanted to the district to pass on accepting the funds or noted that if there were accepted to use the funds to provide tax relief to the community. Many of the responses continued to reiterated some of the allowable items included within the survey such as summer programs, tutoring and intervention services.

### **School and District Administrators including Special Education Administration**

ESSER III was a big topic during our Budget and Fiscal Committee meetings that were held during the spring of 2022. These committees consisted of the Superintendent, Assistant Superintendent, Directors, Building Principals and Board members.

The conversations held during the committees confirmed the importance of continuing positions funded through ESSER I & II. These include summer school programs, MTSS Specialist at our Middle School, Elementary Intervention Paraprofessional, long term substitutes and funding a portion of our mental health liaisons and high school nurse's salaries. Some other items that the committees wished to continue were retention pay for returning staff, software programs that qualify under the KSDE list of approved evidence-based practices (iStation and Newsela), professional development opportunities through the Greenbush Service Center and general PPE and cleaning supplies.

A new idea that sparked interest from the committee was an intervention program for students with major behavioral issues. Our committee noted concerns of more students needing disciplinary actions than what was experienced prior to the pandemic. This includes a large increase in expulsions due to students using drugs and alcohol on school grounds. These concerns were mainly experienced at our Middle School and High School. We believe that by adding additional interventionists at both buildings we will be able to keep kids in school and on track to graduate, rather than expelling the students, where they likely are unsupervised.

RESPONSE TO KSDE QUESTION: The district reached out to April Hilyard, Director of the Butler County Special Education Interlocal to ask what she believed would be the best use of the district's ESSER III monies. She mentioned both Tier I and Tier 2 levels of intervention as her main preference of services that could be provided with the funds to help curb learning loss associated with the time students have spent away from the classroom.



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

The district accumulated feedback from staff through a survey they gave staff the opportunity to note how important they believe allowable ESSER III items were to them. Several of the staff members noted that they were also parents of students. The survey gave staff the opportunity to rate how important the allowable uses were to them on a scale of Very Important, Important, Somewhat Important and Not Important. At the end of the survey they were allowed the option to add additional suggestions that they thought would be allowed for ESSER funds. A portion of the staff took the opportunity to add their ideas to the list of allowable uses.

Of the allowable items suggested in the survey staff were most supportive of additional behavioral support and interventions, expanded social and emotional learning and mental health services and adding personnel and support staff for academic intervention. These receive the highest ratings of "Very Important". Other services that our staff saw as "Important" were adding offering additional extra-curricular activities, summer programs and after school tutoring programs.

Some of the other allowable uses that did not receive as much support included providing technology for student use and offering more teacher professional development to support teacher growth. Both of these received the high responses for being "SomeWhat Important". The allowable uses that received the least amount of support and the highest responses for being "Not Important" were purchasing additional supplies to sanitize and clean facilities and facility upgrades that support student health needs.

Staff that took the opportunity to add their ideas to the survey had different suggestions. They suggested adding more options for after school care, adding a math interventionist and MTSS specialist at the high school, mentoring in all faucets for students and staff members, keeping temporary substitutes in each building, reducing lunch fees, using the funds to give staff a larger raise, suicide prevention support for students, more paras and hiring night time custodians. A few staff members reiterated their interest with adding summer programs and other extra-curricular activities.

RESPONSE TO KSDE QUESTION: Discussion with the teacher's union during negotiations have included conversations about some of the ESSER III monies being used for retention stipends for continued teachers and staff. Augusta's teacher's union is a representation of our teachers who also provided significant feedback via survey. Of roughly 135 certified staff in the district nearly 50% responded with feedback on what allowable expenditures under ESSER III were most important to them. The responses from both teachers affiliated with the union and unaffiliated teachers were considered during ESSER III planning phase.

## **Tribes**

April 14th, 2022

USD 402 contacted Butler County Kansas in search of contact details and information for any local tribes located in Butler County, Kansas.

We were in communication with Pam Dunham who verified that there are no official tribes or tribal councils located in Butler County Kansas.

The district searched the Bureau of Indian Affairs GIS website and determined that there are no recognized Tribes local to Augusta or Butler County Kansas. Website: <https://biamaps.doi.gov/indianlands/>

RESPONSE TO KSDE QUESTION: We did have a few students noted within our student information systems that have Native American ancestry. Of these students we did receive responses from a few families. These families saw the most importance in summer school programs, after school programs, additional instructional materials and resources and extra-curricular activities. There was some support for additional behavioral support interventions and expanding social and emotional learning and mental health services. Similar to other surveyed groups purchasing of additional supplies to sanitize and clean facilities and facility upgrades that support student health needs were the least important of the allowable items listed within the survey.

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

April 27th, 2022

USD 402 contacted ACLU Kansas by sending the following email to [info@aclukansas.org](mailto:info@aclukansas.org)

ACLU Kansas,

As I'm sure you are aware, Kansas school districts have access to federal COVID relief funds which are designed to support the students of our school districts. One of the requirements to have funds allocated to our district so that we can further support the needs of students is to get feedback from an agency like the ACLU.

I have pasted a survey below, please take a moment to complete this survey. While brief this survey does have specific questions, it also allows for general comments and feedback. <https://forms.gle/Jth1ciX5NBeZgViq9>

On April 28th, 2022 Esmie Tseng, Legal Assistant with the American Civil Liberties Union of Kansas, replied via email with the following statement:

"Thank you for contacting us. We cannot comment on how to spend these funds specifically, but certainly 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/>)."

**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 402 reached out to stakeholders representing the interest of CHILDREN WITH DISABILITIES, children who are ENGLISH LANGUAGE LEARNERS, CHILDREN EXPERIENCING HOMELESSNESS, CHILDREN IN FOSTER CARE and OTHER UNDERSERVED STUDENTS. This was done via survey and asked parents to identify what qualified items they would like considered for ESSER III and to note how important or not important some of the qualified items were to them. We were not able to identify MIGRATORY STUDENTS and do not have CHILDREN WHO ARE INCARCERATED that would be attending our district.

In our communication with PARENTS OF STUDENTS WITH DISABILITIES nearly half of the parents noted that additional personnel and staff support for academic intervention and additional extra-curricular activities as "Very Important" to them. A decent portion of respondents noted that additional instructional materials and resources as well and additional technology were "Very Important needs" too. A few of the parents took advantage of the opportunity to give their own ideas for consideration. One parent reiterated the importance of intervention programs and extra-curricular activities. A few others mentioned reduced lunch fees and raises for teachers and paras.

Specifically, FOSTER PARENTS provided feedback that suggested the importance of investing in extra-curricular activities. Some foster parents believed that after school tutor programs were important, while others saw importance with expanding social and emotional learning and mental health services. None of the stakeholders representing foster children provided additional ideas outside of the allowable items provided within the survey.

Stakeholders of ENGLISH LANGUAGE LEARNERS saw the most importance in providing additional personnel and staff to support academic intervention and offering more teacher professional development to support teacher group. Additional behavioral support and interventions, expanding social and emotional learning and mental health and offering additional extra-curricular activities good support for our ELL stakeholder respondents. Summer programs, purchasing supplies to sanitize and clean facilities and facility upgrades that support student health needs received less support from the group. One of the ELL stakeholder provided additional feedback noting "Lunch Fees", which suggests she would like to a reduction in lunch fees.

We received a few respondents who represented OTHER UNDERSERVED STUDENTS. These participants noted that additional behavioral support and interventions as well as expanded social and emotional learning and mental health services were the most important allowable items to them. After school programs and additional technology for student use received a good amount of support from the group too. Allowable expenditures receiving the least support from the group were once again purchasing additional supplies to sanitize and clean facilities and facility upgrades that support student health needs.

We did not receive responses from stakeholders representing CHILDREN EXPERIENCING HOMELESSNESS.

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

Through gathering feedback from our staff, students, parents, civil rights organizations and inquiring with the county on possible tribes in the area we have reached a significant portion of the community. These families come from different backgrounds and professions and have been able to provide different perspectives on what they would like to see done with the district's ESSER III allocation.

Any person from the community that has not been a part of one of the stakeholder groups could reach out to speak at a board meeting to discuss how they would like ESSER III funds to be used.

RESPONSE TO KSDE QUESTION: We provided a survey on the district website and responses have been considered during the ESSER III planning process and will be considered with future ESSER III submissions. Of the respondents we received responses from over 200 parents or stakeholders representing students, nearly 100 staff members and total survey responses of nearly 350.

### **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-19 has provided challenges and changes to the profession. Students being away from school and working remotely has resulted in significant learning loss, which has been noticed in our classrooms. Many students have appeared to fall behind in reading and math due to not having in-person instruction for a significant period of time. Even though the district transition back to in-person school nearly two years ago the effects of learning loss from time spent away is still being noticed and ESSER funds have been able to help combat some of these student deficiencies. With ESSER I and II we have had an MTSS specialist at our middle school that can help keep students on track. We have additional para professional interventionists at each of our elementary school to provide additional supports to our elementary students. This has increased our adult to student ratio and helped keep the elementary students on grade track. ESSER monies has also allowed us to bring back summer school for students that were not able to meet requirements to move to the next grade level during the school year. Without these additional ESSER funded positions it would be much more challenging to combat learning loss that has never been experienced in the profession before.

To go with learning loss, the district noticed the emotional and social impact the pandemic has had on students. Our high school has had a significant increase in the amount of expulsions. We believe this is due to the unsupervised time spent away from school that the pandemic has caused. We have added a full time and part time mental health liaisons through a grant fund that is 75% covered with a 25% match from the district. ESSER funds have helped cover the 25% match. These liaisons have been essential to help students with the emotional toll that pandemic has caused in their lives.

The pandemic resulted in a significant financial cost to districts in order to keep the buildings sanitized and staffed for daily student attendance. CDC guidance initially was much stricter than it is today with 10 day to a 2-week quarantine periods. This kept certified teachers and classified staff at home and caused some challenges for the district to keep all of the buildings staff. By adding temporary building substitutes to all schools, we were able to combat some our staffing struggles from COVID due to long quarantine periods. We were able to make a part-time nurse position at the high school a full-time by paying half the nurse's salary with ESSER funds. To go with staffing challenges ESSER monies helped cover the cost of cleaning products that traditionally were not bought in the same level of bulk prior to the pandemic. This include hand sanitizer, masks, gloves and other cleaners, which have been essential to keeping our staff and students healthy and able to remain in school.

Since students were not able to be in the classroom at the start of the pandemic the district did not have enough laptops and tablet for each student to receive remote learning services when necessary. Without ESSER II funds the district would have had a significant expense with acquiring additional devices for each student. Having devices for each student did create some additional changes. To help keep students on tasks and on school appropriate websites the district used ESSER monies to purchase Dyknow monitor software, which allows staff to monitor student screens without seeing the physical screen of the device. We also use ESSER monies for hotspots that can be sent home with students and staff when they are quarantined and don't have access to the internet.

**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 plans to use more than 20% of its ESSER III allocation for evidence-based practices. This will be done by continuing to provide a portion of our summer school salaries and expenditures for 2023 and 2024. Prior to COVID we were not providing summer school. We plan to fund our MTSS specialist at the middle school with ESSER III funds. This position did not exist prior to COVID, but has been essential to helping students at the middle school stay on task. We will be continuing our extra para professional interventionist at each elementary. Extra paras help increase our adult to student ratio and keep our students on grade level track by using evidence-based practices. Keeping our mental health liaisons, adding title math and title reading services, and purchasing evidence based academic software such as iStation and Newsela are a few other examples on how we plan to meet and exceed the 20% evidence-based practice threshold required under section 2001(e)(1) of the ARP Act.

To summarize, our ESSER III plan will include, but not limited to the following evidence:

Summer Programs

MTSS Services

Intervention in Reading and Math

Mental Health Supports

Academic Software (Newsela and iStation)

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

The district will be spending its remaining ESSER III funds with other services, positions and benefits not previously offered prior to COVID. Some of these services include temporary building substitutes at each school to help with staffing during periods with large amount of COVID quarantines and help increase the adult to student ratio to provide additional support to students.

We will continue to fund 1/2 of our high school nurse's salary with ESSER III funds. This position changed from part-time to full-time thanks to prior ESSER funding and has been necessary in to keep up with COVID testing demands that the pandemic has created.

Other services not previously available to the district that we plan to use with ESSER III funds include more mentorship supports for staff in new position, new professional development subscriptions for teachers and software such as Dyknow screen monitoring and Seesaw, which is an elementary learning management system.

Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. We believe these retention stipends are necessary due to the changing professional market. COVID has made it more difficult to retain staff with other industries having the ability to work from home or work more flexible schedules than public education is able to provide. Additionally, retention stipends are able to help our staff financially during a period of higher than normal inflation due to the pandemic. Keeping staff strengthens the continuity of districts and being able to provide a retention stipend through ESSER funds helps to keep our essential staff. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

**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.**

With hopes of increased At-Risk funding for Kansas schools in future years with the addition of students on Medicaid being direct certified for free meals. The district is hopeful that it will continue some if not all of our evidence-based practices that are currently being funded through ESSER monies. Since 20% of our ESSER allocation is required to be spent on evidence-based practices and evidence-based practices qualify as At-Risk expenditures. It is possible to continue necessary intervention services such as MTSS and Mental Health Liaisons. The district hopes to continue summer programs that provide services to At-Risk students who have fallen behind due to the pandemic. Newsela and iStation are both academic software programs that are included on KSDE's list of evidence-based practices. Continuing such services after ESSER funding would be helpful with keeping students on grade track. Maintaining our additional title reading intervention services at our title schools would be great way to help traditionally underserved students receive the academic attention they need to maintain an appropriate reading comprehension level.

Maintaining these services post ESSER will assist the students disproportionately impacted by the pandemic. Especially At-Risk students and students that may be traditionally underserved.

Some services and staff benefits that are unlikely to continue post COVID would be our employee retention stipends and temporary building substitutes. Both have been essential with the continuity of district services, but are too large of expenditures to build into a yearly budget. However, by having these available with ESSER funds during the pandemic both have and will continue to help the district maintain necessary services to provide the intervention and various support services that students need more than ever due to the academic impact of lost instruction time.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,192,381	\$0	\$2,192,381	ESSER III Allocations	\$438,477
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$2,192,381	\$0	\$2,192,381	Amount Still Needed	\$438,477
In Review Total	\$2,144,516	\$0	\$2,144,516	In Review Total	\$910,455
Amount Left	\$47,865	\$0	\$47,865	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
402-3-0001	Direct	True	1000	110	11A	\$58,500	Task Force Review
402-3-0002	Direct	True	1000	120	11A	\$15,750	Task Force Review
402-3-0003	Direct	True	1000	220	11A	\$5,680	Task Force Review
402-3-0004	Direct	True	1000	260	11A	\$75	Task Force Review
402-3-0005	Direct	True	1000	270	11A	\$260	Task Force Review
402-3-0006	Direct	True	1000	110	12	\$144,698	Task Force Review
402-3-0007	Direct	True	1000	220	12	\$11,070	Task Force Review
402-3-0008	Direct	True	1000	260	12	\$145	Task Force Review
402-3-0009	Direct	True	1000	270	12	\$507	Task Force Review
402-3-0010	Direct	True	1000	110	12	\$150,000	Task Force Review
402-3-0011	Direct	True	1000	220	12	\$11,476	Task Force Review
402-3-0012	Direct	True	1000	260	12	\$150	Task Force Review
402-3-0013	Direct	True	1000	270	12	\$526	Task Force Review
402-3-0014	Direct	True	1000	110	12	\$87,670	Task Force Review
402-3-0015	Direct	True	1000	220	12	\$6,707	Task Force Review
402-3-0016	Direct	True	1000	260	12	\$88	Task Force Review
402-3-0017	Direct	True	1000	270	12	\$307	Task Force Review
402-3-0018	Direct	True	1000	110	12	\$120,000	Task Force Review
402-3-0019	Direct	True	1000	220	12	\$9,180	Task Force Review
402-3-0020	Direct	True	1000	260	12	\$120	Task Force Review
402-3-0021	Direct	True	1000	270	12	\$420	Task Force Review
402-3-0022	Direct	True	1000	610	12	\$20,571	Task Force Review
402-3-0023	Direct	False	1000	115	16	\$133,077	Task Force Review
402-3-0024	Direct	False	1000	220	16	\$9,982	Task Force Review
402-3-0025	Direct	False	1000	260	16	\$130	Task Force Review
402-3-0026	Direct	False	1000	270	16	\$392	Task Force Review
402-3-0027	Direct	False	1000	110	16	\$464,400	Task Force Review
402-3-0028	Direct	False	1000	220	16	\$35,526	Task Force Review
402-3-0029	Direct	False	1000	260	16	\$465	Task Force Review
402-3-0030	Direct	False	1000	270	16	\$1,626	Task Force Review

402-3-0031	Direct	False	1000	120	16	\$82,800	Task Force Review
402-3-0032	Direct	False	1000	220	16	\$6,334	Task Force Review
402-3-0033	Direct	False	1000	260	16	\$83	Task Force Review
402-3-0034	Direct	False	1000	270	16	\$290	Task Force Review
402-3-0035	Direct	False	2100	110	16	\$18,000	Task Force Review
402-3-0036	Direct	False	2100	220	16	\$1,377	Task Force Review
402-3-0037	Direct	False	2100	260	16	\$18	Task Force Review
402-3-0038	Direct	False	2100	270	16	\$63	Task Force Review
402-3-0039	Direct	False	2100	120	16	\$14,400	Task Force Review
402-3-0040	Direct	False	2100	220	16	\$1,101	Task Force Review
402-3-0041	Direct	False	2100	260	16	\$15	Task Force Review
402-3-0042	Direct	False	2100	270	16	\$51	Task Force Review
402-3-0043	Direct	False	2113	110	16	\$3,600	Task Force Review
402-3-0044	Direct	False	2113	220	16	\$115	Task Force Review
402-3-0045	Direct	False	2113	260	16	\$2	Task Force Review
402-3-0046	Direct	False	2113	270	16	\$6	Task Force Review
402-3-0047	Direct	False	2130	110	16	\$7,200	Task Force Review
402-3-0048	Direct	False	2130	220	16	\$551	Task Force Review
402-3-0049	Direct	False	2130	260	16	\$7	Task Force Review
402-3-0050	Direct	False	2130	270	16	\$25	Task Force Review
402-3-0051	Direct	False	2200	110	16	\$18,000	Task Force Review
402-3-0052	Direct	False	2200	220	16	\$1,377	Task Force Review
402-3-0053	Direct	False	2200	260	16	\$18	Task Force Review
402-3-0054	Direct	False	2200	270	16	\$63	Task Force Review
402-3-0055	Direct	False	2300	110	16	\$7,200	Task Force Review
402-3-0056	Direct	False	2300	220	16	\$551	Task Force Review
402-3-0057	Direct	False	2300	260	16	\$7	Task Force Review
402-3-0058	Direct	False	2300	270	16	\$25	Task Force Review
402-3-0059	Direct	False	2300	120	16	\$3,600	Task Force Review
402-3-0060	Direct	False	2300	220	16	\$115	Task Force Review
402-3-0061	Direct	False	2300	260	16	\$2	Task Force Review
402-3-0062	Direct	False	2300	270	16	\$6	Task Force Review
402-3-0063	Direct	False	2400	110	16	\$28,800	Task Force Review
402-3-0064	Direct	False	2400	220	16	\$2,203	Task Force Review
402-3-0065	Direct	False	2400	260	16	\$29	Task Force Review
402-3-0066	Direct	False	2400	270	16	\$101	Task Force Review
402-3-0067	Direct	False	2400	120	16	\$39,600	Task Force Review
402-3-0068	Direct	False	2400	220	16	\$3,030	Task Force Review
402-3-0069	Direct	False	2400	260	16	\$39	Task Force Review
402-3-0070	Direct	False	2400	270	16	\$138	Task Force Review
402-3-0071	Direct	False	2500	120	16	\$32,400	Task Force Review
402-3-0072	Direct	False	2500	220	16	\$2,478	Task Force Review



402-3-0073	Direct	False	2500	260	16	\$33	Task Force Review
402-3-0074	Direct	False	2500	270	16	\$114	Task Force Review
402-3-0075	Direct	False	2600	120	16	\$108,000	Task Force Review
402-3-0076	Direct	False	2600	220	16	\$8,262	Task Force Review
402-3-0077	Direct	False	2600	260	16	\$108	Task Force Review
402-3-0078	Direct	False	2600	270	16	\$378	Task Force Review
402-3-0079	Direct	False	2630	120	16	\$7,200	Task Force Review
402-3-0080	Direct	False	2630	220	16	\$551	Task Force Review
402-3-0081	Direct	False	2630	260	16	\$7	Task Force Review
402-3-0082	Direct	False	2630	270	16	\$25	Task Force Review
402-3-0083	Direct	False	2670	122	16	\$3,600	Task Force Review
402-3-0084	Direct	False	2670	220	16	\$115	Task Force Review
402-3-0085	Direct	False	2670	260	16	\$2	Task Force Review
402-3-0086	Direct	False	2670	270	16	\$6	Task Force Review
402-3-0087	Direct	False	2710	120	16	\$32,400	Task Force Review
402-3-0088	Direct	False	2710	220	16	\$2,478	Task Force Review
402-3-0089	Direct	False	2710	260	16	\$33	Task Force Review
402-3-0090	Direct	False	2710	270	16	\$114	Task Force Review
402-3-0091	Direct	False	2720	120	16	\$3,600	Task Force Review
402-3-0092	Direct	False	2720	220	16	\$115	Task Force Review
402-3-0093	Direct	False	2720	260	16	\$2	Task Force Review
402-3-0094	Direct	False	2720	270	16	\$6	Task Force Review
402-3-0095	Direct	False	2730	120	16	\$3,600	Task Force Review
402-3-0096	Direct	False	2730	220	16	\$115	Task Force Review
402-3-0097	Direct	False	2730	260	16	\$2	Task Force Review
402-3-0098	Direct	False	2730	270	16	\$6	Task Force Review
402-3-0099	Direct	False	2790	120	16	\$3,600	Task Force Review
402-3-0100	Direct	False	2790	220	16	\$115	Task Force Review
402-3-0101	Direct	False	2790	260	16	\$2	Task Force Review
402-3-0102	Direct	False	2790	270	16	\$6	Task Force Review
402-3-0103	Direct	False	2900	120	16	\$3,600	Task Force Review
402-3-0104	Direct	False	2900	220	16	\$115	Task Force Review
402-3-0105	Direct	False	2900	260	16	\$2	Task Force Review
402-3-0106	Direct	False	2900	270	16	\$6	Task Force Review
402-3-0107	Direct	False	3100	120	16	\$3,600	Task Force Review
402-3-0108	Direct	False	3100	220	16	\$115	Task Force Review
402-3-0109	Direct	False	3100	260	16	\$2	Task Force Review
402-3-0110	Direct	False	3100	270	16	\$6	Task Force Review
402-3-0111	Direct	False	2670	610	7	\$10,000	Task Force Review
402-3-0112	Direct	False	2100	120	16	\$57,250	Task Force Review
402-3-0113	Direct	False	2100	220	16	\$4,379	Task Force Review
402-3-0114	Direct	False	2100	260	16	\$58	Task Force Review

402-3-0115	Direct	False	2100	270	16	\$201	Task Force Review
402-3-0116	Direct	False	2130	110	10	\$16,500	Task Force Review
402-3-0117	Direct	False	2130	210	10	\$325	Task Force Review
402-3-0118	Direct	False	2130	210	10	\$1,350	Task Force Review
402-3-0119	Direct	False	2130	220	10	\$1,263	Task Force Review
402-3-0120	Direct	False	2130	260	10	\$17	Task Force Review
402-3-0121	Direct	False	2130	270	10	\$59	Task Force Review
402-3-0122	Direct	False	2113	591	3	\$15,000	Task Force Review
402-3-0123	Direct	False	2113	330	3	\$11,300	Task Force Review
402-3-0124	Direct	False	1000	735	9	\$3,000	Task Force Review
402-3-0125	Direct	True	1000	610	12	\$29,001	Task Force Review
402-3-0126	Direct	True	1000	610	12	\$89,010	Task Force Review
402-3-0127	Direct	False	1000	610	12	\$9,900	Task Force Review
402-3-0128	Direct	True	1000	110	12	\$123,730	Task Force Review
402-3-0129	Direct	True	1000	210	12	\$1,524	Task Force Review
402-3-0130	Direct	True	1000	210	12	\$13,268	Task Force Review
402-3-0131	Direct	True	1000	220	12	\$9,465	Task Force Review
402-3-0132	Direct	True	1000	260	12	\$124	Task Force Review
402-3-0133	Direct	True	1000	270	12	\$433	Task Force Review

## Line Item Details

Line Item ID: 402-3-0001

**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 Intervention

**Account Number**

54 E 1000 110 0052 327

**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**

Summer Program Certified Salaries -Summer intervention programming at all levels (HS/MS/Elem). These supports will be targeted at closing the learning gaps caused by the pandemic and will allow for credit recovery.

We plan to have two summer intervention programs during the summers of 2023 & 2024. One is partially funded through the 21st century grant, which will be for elementary and possibly middle school students . This program was 14 days long 8 hours a day and consisted of 10 certified teachers during the summer of 2022. We expect the program to be similar for the summer of 2023 & 2024. However, the amount of staff could increase depending on what we are able to do at the middle school level.

The summer intervention program at the middle school for 2022 consisted of 11 days, 3 hours a day and consisted of 2 certified teachers. This is subject to change depending on whether or not we are able to establish a larger middle school program through the 21st century grant.

The summer intervention program at the high school for 2022 consisted of 19 days, 6 hours a day and included 5 certified teachers.

The amounts below are budgeted based on how much ESSER II funds were spent on the intervention programs during the summer of 2022 with small increases to the wages.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$28,500
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$58,500</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 Intervention

**Account Number**

54 E 1000 120 0052 327

**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**

Summer Program Para Salaries - Summer intervention programming at all levels (HS/MS/Elem). These supports will be targeted at closing the learning gaps caused by the pandemic and will allow for credit recovery.

Our elementary and middle school summer intervention programs are partially funded through the 21st century grant. This program only consisted of elementary students during the summer of 2022. It was 14 days long 8 hours a day and consisted of 10 para professionals during the summer of 2022. We expect the program to be similar for the summer of 2023 & 2024. However, the amount of staff could increase depending on what we are able to do at the middle school level.

The amounts below are budgeted based on how much ESSER II funds were spent on the intervention programs during the summer of 2022 with small increases to the wages.

<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>	\$8,250
<b>Total Expenditures</b>	<u>\$15,750</u>

**Status**

Task Force Review

Line Item ID: 402-3-0003

**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**

Summer Intervention

**Account Number**

54 E 1000 220 0052 327

**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 Program FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,754**Budgeted Expenditures in SFY 2024** \$2,926**Total Expenditures** \$5,680**Status**

Task Force Review

Line Item ID: 402-3-0004

**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**

Summer Intervention

**Account Number**

54 E 1000 250 0052 327

**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 Program Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$36**Budgeted Expenditures in SFY 2024** \$39**Total Expenditures** \$75**Status**

Task Force Review

Line Item ID: 402-3-0005

**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 Intervention

**Account Number**

54 E 1000 260 0052 327

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's 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 Program Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$126**Budgeted Expenditures in SFY 2024** \$134**Total Expenditures** \$260**Status**

Task Force Review

Line Item ID: 402-3-0006

**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**

AMS MTSS Specialist

**Account Number**

54 E 1000 110 0052 327

**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**

Middle School MTSS Specialist

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$60,716**Budgeted Expenditures in SFY 2024** \$83,982**Total Expenditures** \$144,698**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: With ESSER I and II we have had an MTSS specialist at our middle school that can help keep students on track.

Line Item ID: 402-3-0007

**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**

AMS MTSS Specialist

**Account Number**

54 E 1000 220 0052 327

**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**

Middle School MTSS Specialist FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,645**Budgeted Expenditures in SFY 2024** \$6,425**Total Expenditures** \$11,070**Status**

Task Force Review

Line Item ID: 402-3-0008

**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**

AMS MTSS Specialist

**Account Number**

54 E 1000 250 0052 327

**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**

Middle School MTSS Specialist Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$61**Budgeted Expenditures in SFY 2024** \$84**Total Expenditures** \$145**Status**

Task Force Review

Line Item ID: 402-3-0009

**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**

AMS MTSS Specialist

**Account Number**

54 E 1000 260 0052 327

**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**

Middle School MTSS Specialist Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$213**Budgeted Expenditures in SFY 2024** \$294**Total Expenditures** \$507**Status**

Task Force Review

Line Item ID: 402-3-0010

**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**

Elementary Intervention Para

**Account Number**

54 E 1000 120 0052 327

**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**

Elementary Intervention Paras

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$75,000**Budgeted Expenditures in SFY 2024** \$75,000**Total Expenditures** \$150,000**Status**

Task Force Review

Line Item ID: 402-3-0011



**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**

Elementary Intervention Para

**Account Number**

54 E 1000 220 0052 327

**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**

Elementary Intervention Paras FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,738**Budgeted Expenditures in SFY 2024** \$5,738**Total Expenditures** \$11,476**Status**

Task Force Review

Line Item ID: 402-3-0012

**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**

Elementary Intervention Para

**Account Number**

54 E 1000 250 0052 327

**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**

Elementary Intervention Paras Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$75**Budgeted Expenditures in SFY 2024** \$75**Total Expenditures** \$150**Status**

Task Force Review

Line Item ID: 402-3-0013

**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**

Elementary Intervention Para

**Account Number**

54 E 1000 260 0052 327

**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**

Elementary Intervention Paras Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$263**Budgeted Expenditures in SFY 2024** \$263**Total Expenditures** \$526**Status**

Task Force Review

Line Item ID: 402-3-0014

**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**

0.5 FTE Title Math

**Account Number**

54 E 1000 110 0052 327

**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**

0.5 FTE Title Math

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$36,787**Budgeted Expenditures in SFY 2024** \$50,883**Total Expenditures** \$87,670**Status**

Task Force Review

Line Item ID: 402-3-0015

**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**

0.5 FTE Title Math

**Account Number**

54 E 1000 220 0052 327

**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**

0.5 FTE Title Math FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,814**Budgeted Expenditures in SFY 2024** \$3,893**Total Expenditures** \$6,707**Status**

Task Force Review

Line Item ID: 402-3-0016

**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**

0.5 FTE Title Math

**Account Number**

54 E 1000 250 0052 327

**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**

0.5 FTE Title Math Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$37**Budgeted Expenditures in SFY 2024** \$51**Total Expenditures** \$88**Status**

Task Force Review

Line Item ID: 402-3-0017

**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**

0.5 FTE Title Math

**Account Number**

54 E 1000 260 0052 327

**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**

0.5 FTE Title Math Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$129**Budgeted Expenditures in SFY 2024** \$178**Total Expenditures** \$307**Status**

Task Force Review

Line Item ID: 402-3-0018

**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**

AHS and AMS Intervention Program

**Account Number**

54 E 1000 120 0052 327

**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**

AHS and AMS Intervention Program

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40,000**Budgeted Expenditures in SFY 2024** \$80,000**Total Expenditures** \$120,000**Status**

Task Force Review

Line Item ID: 402-3-0019

**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**

AHS and AMS Intervention Program

**Account Number**

54 E 1000 220 0052 327

**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**

AHS and AMS Intervention Program FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,060**Budgeted Expenditures in SFY 2024** \$6,120**Total Expenditures** \$9,180**Status**

Task Force Review

Line Item ID: 402-3-0020

**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**

AHS and AMS Intervention Program

**Account Number**

54 E 1000 250 0052 327

**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**

AHS and AMS Intervention Program Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40**Budgeted Expenditures in SFY 2024** \$80**Total Expenditures** \$120**Status**

Task Force Review

Line Item ID: 402-3-0021

**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**

AHS and AMS Intervention Program

**Account Number**

54 E 1000 260 0052 327

**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**

AHS and AMS Intervention Program Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$140**Budgeted Expenditures in SFY 2024** \$280**Total Expenditures** \$420**Status**

Task Force Review

Line Item ID: 402-3-0022

**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**

Star Reading

**Account Number**

54 E 1000 610 0052 200

**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**

Renaissance Learning, Inc Subscriptions - USD 402 would like to place a greater focus on intervention in reading at all four elementary schools in response to the pandemic. Renaissance Star Reading provides valuable data which can be used to reduce learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$10,221**Budgeted Expenditures in SFY 2023** \$10,350**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,571**Status**

Task Force Review

Line Item ID: 402-3-0023

**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**

Temporary Building Subs

**Account Number**

54 E 1000 115 0052 200

**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**

Temporary Building Subs were incorporated in USD 402 with ESSER I funds. Having temporary substitutes at each building is the only way our district has been able to stay open to students due to experiencing waves of positive COVID tests in the community. Temporary subs have played a significant impact in reducing staffing disruptions due to quarantine timelines.

We would like each school will have 1 temporary sub at in their buildings through FY 2024. Currently our 3 Elementary Schools and Middle School have 1 temporary ESSER funded sub in their buildings. Our High School has 2 individuals splitting time for the position. Therefore, there are 6 total employees that cover 5 positions. The high school could change to having 1 temporary sub full time similar to the other schools.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$51,827
<b>Budgeted Expenditures in SFY 2023</b>	\$81,250
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$133,077</u>

**Status**

Task Force Review

Line Item ID: 402-3-0024

**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**

Temporary Building Subs

**Account Number**

54 E 1000 220 0052 200

**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**

Temporary Building Subs FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,769**Budgeted Expenditures in SFY 2023** \$6,213**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$9,982**Status**

Task Force Review

Line Item ID: 402-3-0025

**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**

Temporary Building Subs

**Account Number**

54 E 1000 250 0052 200

**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**

Temporary Building Subs Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$49**Budgeted Expenditures in SFY 2023** \$81**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$130**Status**

Task Force Review

Line Item ID: 402-3-0026



**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**

Temporary Building Subs

**Account Number**

54 E 1000 260 0052 200

**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**

Temporary Building Subs Work Comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$108
<b>Budgeted Expenditures in SFY 2023</b>	\$284
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$392</u>

**Status**

Task Force Review

Line Item ID: 402-3-0027

**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**

Retention Stipends

**Account Number**

54 E 1000 110 0052 327

**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**

Certified Teacher Retention Stipends - \$1,200 for returning FT staff & \$600 for returning PT staff. Retention pay would help to retain staff and strengthen the continuity of district services. Helping retain our staff will help keep our facilities clean, our staff and students healthy and helps reduce student learning loss due by receiving consistency with staff throughout the district. The pandemic has created significant employment turnover throughout all industries and we believe retention stipends are an incentive to keep our employees in our district.

We are requesting approval for retention stipends for FY 2023, FY 2024 & FY 2025. For FY 2023 we plan to pay out the stipend as soon as possible, which would be in November or December of 2022. For FY 2024 & FY 2025 we plan to pay out retentions stipends in September 2023 and September 2024 respectively.

The budgeted expenditures below represent payments for 129 teachers each year. This could vary 10-15 teacher each year depending on how many teachers retained from year-to-year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$154,800
<b>Budgeted Expenditures in SFY 2024</b>	\$309,600
<b>Total Expenditures</b>	\$464,400

**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district.

Line Item ID: 402-3-0028

**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**

Retention Stipends

**Account Number**

54 E 1000 220 0052 327

**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 Teacher Retention Stipends FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11,842**Budgeted Expenditures in SFY 2024** \$23,684**Total Expenditures** \$35,526**Status**

Task Force Review

Line Item ID: 402-3-0029

**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**

Retention Stipends

**Account Number**

54 E 1000 250 0052 327

**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 Teacher Retention Stipends Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$155**Budgeted Expenditures in SFY 2024** \$310**Total Expenditures** \$465**Status**

Task Force Review

Line Item ID: 402-3-0030

**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**

Retention Stipends

**Account Number**

54 E 1000 260 0052 327

**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 Teacher Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$542**Budgeted Expenditures in SFY 2024** \$1,084**Total Expenditures** \$1,626**Status**

Task Force Review

Line Item ID: 402-3-0031

**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**

Retention Stipends

**Account Number**

54 E 1000 120 0052 327

**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**

Paras/Non Cert Teacher Retention Stipends - \$1,200 for returning FT staff & \$600 for returning PT staff. Retention pay would help to retain staff and strengthen the continuity of district services. Helping retain our staff will help keep our facilities clean, our staff and students healthy and helps reduce student learning loss due by receiving consistency with staff throughout the district. The pandemic has created significant employment turnover throughout all industries and we believe retention stipends are an incentive to keep our employees in our district.

We are requesting approval for retention stipends for FY 2023, FY 2024 & FY 2025. For FY 2023 we plan to pay out the stipend as soon as possible, which would be in November or December of 2022. For FY 2024 & FY 2025 we plan to pay out retentions stipends in September 2023 and September 2024 respectively.

The budgeted expenditures below represent payments for 23 para professionals each year. This could vary 5 - 10 paras each year depending on how many paras retained from year-to-year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$27,600
<b>Budgeted Expenditures in SFY 2024</b>	\$55,200
<b>Total Expenditures</b>	\$82,800

**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district.

Line Item ID: 402-3-0032

**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**

Retention Stipends

**Account Number**

54 E 1000 220 0052 327

**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**

Paras/Non Cert Teacher Retention Stipends FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,111**Budgeted Expenditures in SFY 2024** \$4,223**Total Expenditures** \$6,334**Status**

Task Force Review

Line Item ID: 402-3-0033

**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**

Retention Stipends

**Account Number**

54 E 1000 250 0052 327

**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**

Paras/Non Cert Teacher Retention Stipends Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$28**Budgeted Expenditures in SFY 2024** \$55**Total Expenditures** \$83**Status**

Task Force Review

Line Item ID: 402-3-0034

**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**

Retention Stipends

**Account Number**

54 E 1000 260 0052 327

**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**

Paras/Non Cert Teacher Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$97**Budgeted Expenditures in SFY 2024** \$193**Total Expenditures** \$290**Status**

Task Force Review

Line Item ID: 402-3-0035

**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**

Retention Stipends

**Account Number**

54 E 2100 110 0052 327

**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**

Certified Counselor Retention Stipend - \$1,200 for returning FT staff & \$600 for returning PT staff. Retention pay would help to retain staff and strengthen the continuity of district services. Helping retain our staff will help keep our facilities clean, our staff and students healthy and helps reduce student learning loss due by receiving consistency with staff throughout the district. The pandemic has created significant employment turnover throughout all industries and we believe retention stipends are an incentive to keep our employees in our district.

We are requesting approval for retention stipends for FY 2023, FY 2024 & FY 2025. For FY 2023 we plan to pay out the stipend as soon as possible, which would be in November or December of 2022. For FY 2024 & FY 2025 we plan to pay out retentions stipends in September 2023 and September 2024 respectively.

The budgeted expenditures below represent payments for 5 counselors each year. These retention stipends could be as many as 6 or 7 counselors each year depending on how many counselors retained from year-to-year.

<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>	\$12,000
<b>Total Expenditures</b>	\$18,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district.

Line Item ID: 402-3-0036



**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**

Retention Stipends

**Account Number**

54 E 2100 220 0052 327

**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**

Certified Counselor Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$459**Budgeted Expenditures in SFY 2024** \$918**Total Expenditures** \$1,377**Status**

Task Force Review

Line Item ID: 402-3-0037

**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**

Retention Stipends

**Account Number**

54 E 2100 250 0052 327

**Function Code**

2100 - Support Services (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**

Certified Counselor Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$12**Total Expenditures** \$18**Status**

Task Force Review

Line Item ID: 402-3-0038

**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**

Retention Stipends

**Account Number**

54 E 2100 260 0052 327

**Function Code**

2100 - Support Services (Students)

**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 Counselor Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21**Budgeted Expenditures in SFY 2024** \$42**Total Expenditures** \$63**Status**

Task Force Review

Line Item ID: 402-3-0039

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention Stipends

**Account Number**

54 E 2100 120 0052 327

**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**

Nurse Retention Stipends - \$1,200 for returning FT staff & \$600 for returning PT staff. Retention pay would help to retain staff and strengthen the continuity of district services. Helping retain our staff will help keep our facilities clean, our staff and students healthy and helps reduce student learning loss due by receiving consistency with staff throughout the district. The pandemic has created significant employment turnover throughout all industries and we believe retention stipends are an incentive to keep our employees in our district.

We are requesting approval for retention stipends for FY 2023, FY 2024 & FY 2025. For FY 2023 we plan to pay out the stipend as soon as possible, which would be in November or December of 2022. For FY 2024 & FY 2025 we plan to pay out retentions stipends in September 2023 and September 2024 respectively.

The budgeted expenditures below represent payments for 4 nurse each year. This could increase to 5 nurses depending on if everyone is retained from year-to-year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,800
<b>Budgeted Expenditures in SFY 2024</b>	\$9,600
<b>Total Expenditures</b>	\$14,400

**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district.

Line Item ID: 402-3-0040

**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**

Retention Stipends

**Account Number**

54 E 2100 220 0052 327

**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**

Nurse Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$367**Budgeted Expenditures in SFY 2024** \$734**Total Expenditures** \$1,101**Status**

Task Force Review

Line Item ID: 402-3-0041

**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**

Retention Stipends

**Account Number**

54 E 2100 250 0052 327

**Function Code**

2100 - Support Services (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**

Nurse Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5**Budgeted Expenditures in SFY 2024** \$10**Total Expenditures** \$15**Status**

Task Force Review

Line Item ID: 402-3-0042

**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**

Retention Stipends

**Account Number**

54 E 2100 260 0052 327

**Function Code**

2100 - Support Services (Students)

**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**

Nurse Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17**Budgeted Expenditures in SFY 2024** \$34**Total Expenditures** \$51**Status**

Task Force Review

Line Item ID: 402-3-0043

**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**

Retention Stipends

**Account Number**

54 E 2113 110 0052 327

**Function Code**

2113 - Social Work 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**

Social Worker Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Task Force Review

Line Item ID: 402-3-0044

**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**

Retention Stipends

**Account Number**

54 E 2113 220 0052 327

**Function Code**

2113 - Social Work 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**

Social Worker Retention Stipend FICA/FICM

<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>	\$77
<b>Total Expenditures</b>	<u>\$115</u>

**Status**

Task Force Review

Line Item ID: 402-3-0045

**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**

Retention Stipends

**Account Number**

54 E 2113 250 0052 327

**Function Code**

2113 - Social Work 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**

Social Worker Retention Stipend Unemployment

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

**Status**

Task Force Review

Line Item ID: 402-3-0046

**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**

Retention Stipends

**Account Number**

54 E 2113 260 0052 327

**Function Code**

2113 - Social Work Services

**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**

Social Worker Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 402-3-0047

**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**

Retention Stipends

**Account Number**

54 E 2130 110 0052 327

**Function Code**

2130 - Health 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**

Mental Health Liaison Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,400**Budgeted Expenditures in SFY 2024** \$4,800**Total Expenditures** \$7,200**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0048

**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**

Retention Stipends

**Account Number**

54 E 2130 220 0052 327

**Function Code**

2130 - Health 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**

Mental Health Liaison Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$184**Budgeted Expenditures in SFY 2024** \$367**Total Expenditures** \$551**Status**

Task Force Review

Line Item ID: 402-3-0049

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention Stipends

**Account Number**

54 E 2130 250 0052 327

**Function Code**

2130 - Health 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**

Mental Health Liaison Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$5**Total Expenditures** \$7**Status**

Task Force Review

Line Item ID: 402-3-0050



**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**

Retention Stipends

**Account Number**

54 E 2130 260 0052 327

**Function Code**

2130 - Health Services

**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**

Mental Health Liaison Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8**Budgeted Expenditures in SFY 2024** \$17**Total Expenditures** \$25**Status**

Task Force Review

Line Item ID: 402-3-0051

**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**

Retention Stipends

**Account Number**

54 E 2200 110 0052 327

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Librarian Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,000**Budgeted Expenditures in SFY 2024** \$12,000**Total Expenditures** \$18,000**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0052

**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**

Retention Stipends

**Account Number**

54 E 2200 220 0052 327

**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**

Librarian Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$459**Budgeted Expenditures in SFY 2024** \$918**Total Expenditures** \$1,377**Status**

Task Force Review

Line Item ID: 402-3-0053

**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**

Retention Stipends

**Account Number**

54 E 2200 250 0052 327

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Librarian Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6**Budgeted Expenditures in SFY 2024** \$12**Total Expenditures** \$18**Status**

Task Force Review

Line Item ID: 402-3-0054

**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**

Retention Stipends

**Account Number**

54 E 2200 260 0052 327

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Librarian Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21**Budgeted Expenditures in SFY 2024** \$42**Total Expenditures** \$63**Status**

Task Force Review

Line Item ID: 402-3-0055

**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**

Retention Stipends

**Account Number**

54 E 2300 110 0052 327

**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**

Certified District Office Retention Stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,400**Budgeted Expenditures in SFY 2024** \$4,800**Total Expenditures** \$7,200**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0056

**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**

Retention Stipends

**Account Number**

54 E 2300 220 0052 327

**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**

Certified District Office Retention Stipends FICA/FICM

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$184
<b>Budgeted Expenditures in SFY 2024</b>	\$367
<b>Total Expenditures</b>	<u>\$551</u>

**Status**

Task Force Review

Line Item ID: 402-3-0057

**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**

Retention Stipends

**Account Number**

54 E 2300 250 0052 327

**Function Code**

2300 - Support Services (General Administration)

**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 District Office Retention Stipends Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2
<b>Budgeted Expenditures in SFY 2024</b>	\$5
<b>Total Expenditures</b>	<u>\$7</u>

**Status**

Task Force Review

Line Item ID: 402-3-0058

**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**

Retention Stipends

**Account Number**

54 E 2300 260 0052 327

**Function Code**

2300 - Support Services (General Administration)

**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 District Office Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8**Budgeted Expenditures in SFY 2024** \$17**Total Expenditures** \$25**Status**

Task Force Review

Line Item ID: 402-3-0059

**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**

Retention Stipends

**Account Number**

54 E 2300 120 0052 327

**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**

Classified District Office/ BOE Clerk Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0060

**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**

Retention Stipends

**Account Number**

54 E 2300 220 0052 327

**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**

Classified District Office/ BOE Clerk Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$115**Status**

Task Force Review

Line Item ID: 402-3-0061

**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**

Retention Stipends

**Account Number**

54 E 2300 250 0052 327

**Function Code**

2300 - Support Services (General Administration)

**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 District Office/ BOE Clerk Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 402-3-0062

**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**

Retention Stipends

**Account Number**

54 E 2300 260 0052 327

**Function Code**

2300 - Support Services (General Administration)

**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 District Office/ BOE Clerk Retention Stipend Work Comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2
<b>Budgeted Expenditures in SFY 2024</b>	\$4
<b>Total Expenditures</b>	<u>\$6</u>

**Status**

Task Force Review

Line Item ID: 402-3-0063

**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**

Retention Stipends

**Account Number**

54 E 2400 110 0052 327

**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**

Certified Principal &amp; AD Retention Stipends

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,600
<b>Budgeted Expenditures in SFY 2024</b>	\$19,200
<b>Total Expenditures</b>	<u>\$28,800</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0064

**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**

Retention Stipends

**Account Number**

54 E 2400 220 0052 327

**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**

Certified Principal &amp; AD Retention Stipends FICA/FICM

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$734
<b>Budgeted Expenditures in SFY 2024</b>	\$1,469
<b>Total Expenditures</b>	\$2,203

**Status**

Task Force Review

Line Item ID: 402-3-0065

**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**

Retention Stipends

**Account Number**

54 E 2400 250 0052 327

**Function Code**

2400 - Support Services (School Administration)

**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 Principal &amp; AD Retention Stipends Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10
<b>Budgeted Expenditures in SFY 2024</b>	\$19
<b>Total Expenditures</b>	\$29

**Status**

Task Force Review

Line Item ID: 402-3-0066



**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**

Retention Stipends

**Account Number**

54 E 2400 260 0052 327

**Function Code**

2400 - Support Services (School Administration)

**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 Principal &amp; AD Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$34**Budgeted Expenditures in SFY 2024** \$67**Total Expenditures** \$101**Status**

Task Force Review

Line Item ID: 402-3-0067

**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**

Retention Stipends

**Account Number**

54 E 2400 120 0052 327

**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**

Secretary Retention Stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,200**Budgeted Expenditures in SFY 2024** \$26,400**Total Expenditures** \$39,600**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0068

**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**

Retention Stipends

**Account Number**

54 E 2400 220 0052 327

**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**

Secretary Retention Stipends FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,010**Budgeted Expenditures in SFY 2024** \$2,020**Total Expenditures** \$3,030**Status**

Task Force Review

Line Item ID: 402-3-0069

**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**

Retention Stipends

**Account Number**

54 E 2400 250 0052 327

**Function Code**

2400 - Support Services (School Administration)

**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**

Secretary Retention Stipends Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13**Budgeted Expenditures in SFY 2024** \$26**Total Expenditures** \$39**Status**

Task Force Review

Line Item ID: 402-3-0070

**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**

Retention Stipends

**Account Number**

54 E 2400 260 0052 327

**Function Code**

2400 - Support Services (School Administration)

**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**

Secretary Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$46**Budgeted Expenditures in SFY 2024** \$92**Total Expenditures** \$138**Status**

Task Force Review

Line Item ID: 402-3-0071

**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**

Retention Stipends

**Account Number**

54 E 2500 120 0052 327

**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**

Business and Tech Staff Retention Stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,800**Budgeted Expenditures in SFY 2024** \$21,600**Total Expenditures** \$32,400**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0072

**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**

Retention Stipends

**Account Number**

54 E 2500 220 0052 327

**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**

Business and Tech Staff Retention Stipends FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$826**Budgeted Expenditures in SFY 2024** \$1,652**Total Expenditures** \$2,478**Status**

Task Force Review

Line Item ID: 402-3-0073

**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**

Retention Stipends

**Account Number**

54 E 2500 250 0052 327

**Function Code**

2500 - Central 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**

Business and Tech Staff Retention Stipends Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11**Budgeted Expenditures in SFY 2024** \$22**Total Expenditures** \$33**Status**

Task Force Review

Line Item ID: 402-3-0074

**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**

Retention Stipends

**Account Number**

54 E 2500 260 0052 327

**Function Code**

2500 - Central Services

**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**

Business and Tech Staff Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$76**Total Expenditures** \$114**Status**

Task Force Review

Line Item ID: 402-3-0075

**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**

Retention Stipends

**Account Number**

54 E 2600 120 0052 327

**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**

Operations/Maintenance/Custodial Staff Retention Stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$36,000**Budgeted Expenditures in SFY 2024** \$72,000**Total Expenditures** \$108,000**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0076

**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**

Retention Stipends

**Account Number**

54 E 2600 220 0052 327

**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**

Operations/Maintenance/Custodial Staff Retention Stipends FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,754**Budgeted Expenditures in SFY 2024** \$5,508**Total Expenditures** \$8,262**Status**

Task Force Review

Line Item ID: 402-3-0077

**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**

Retention Stipends

**Account Number**

54 E 2600 250 0052 327

**Function Code**

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

**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**

Operations/Maintenance/Custodial Staff Retention Stipends Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$36**Budgeted Expenditures in SFY 2024** \$72**Total Expenditures** \$108**Status**

Task Force Review

Line Item ID: 402-3-0078

**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**

Retention Stipends

**Account Number**

54 E 2600 260 0052 327

**Function Code**

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

**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**

Operations/Maintenance/Custodial Staff Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$126**Budgeted Expenditures in SFY 2024** \$252**Total Expenditures** \$378**Status**

Task Force Review

Line Item ID: 402-3-0079

**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**

Retention Stipends

**Account Number**

54 E 2630 120 0052 327

**Function Code**

2630 - Care and Upkeep of Grounds

**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**

Ground Crew Retention Stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,400**Budgeted Expenditures in SFY 2024** \$4,800**Total Expenditures** \$7,200**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0080

**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**

Retention Stipends

**Account Number**

54 E 2630 220 0052 327

**Function Code**

2630 - Care and Upkeep of Grounds

**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**

Ground Crew Retention Stipends FICA/FICM

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$184
<b>Budgeted Expenditures in SFY 2024</b>	\$367
<b>Total Expenditures</b>	\$551

**Status**

Task Force Review

Line Item ID: 402-3-0081

**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**

Retention Stipends

**Account Number**

54 E 2630 250 0052 327

**Function Code**

2630 - Care and Upkeep of Grounds

**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**

Ground Crew Retention Stipends Unemployment

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2
<b>Budgeted Expenditures in SFY 2024</b>	\$5
<b>Total Expenditures</b>	\$7

**Status**

Task Force Review

Line Item ID: 402-3-0082



**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**

Retention Stipends

**Account Number**

54 E 2630 260 0052 327

**Function Code**

2630 - Care and Upkeep of Grounds

**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**

Ground Crew Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8**Budgeted Expenditures in SFY 2024** \$17**Total Expenditures** \$25**Status**

Task Force Review

Line Item ID: 402-3-0083

**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**

Retention Stipends

**Account Number**

54 E 2670 122 0052 327

**Function Code**

2670 - Safety

**Object Code**

122 - Part-Time 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**

Crossing Guard Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0084

**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**

Retention Stipends

**Account Number**

54 E 2670 220 0052 327

**Function Code**

2670 - Safety

**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**

Crossing Guard Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$115**Status**

Task Force Review

Line Item ID: 402-3-0085

**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**

Retention Stipends

**Account Number**

54 E 2670 250 0052 327

**Function Code**

2670 - Safety

**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**

Crossing Guard Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 402-3-0086

**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**

Retention Stipends

**Account Number**

54 E 2670 260 0052 327

**Function Code**

2670 - Safety

**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**

Crossing Guard Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 402-3-0087

**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**

Retention Stipends

**Account Number**

54 E 2710 120 0052 327

**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**

Driver's Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,800**Budgeted Expenditures in SFY 2024** \$21,600**Total Expenditures** \$32,400**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0088

**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**

Retention Stipends

**Account Number**

54 E 2710 220 0052 327

**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**

Driver's Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$826**Budgeted Expenditures in SFY 2024** \$1,652**Total Expenditures** \$2,478**Status**

Task Force Review

Line Item ID: 402-3-0089

**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**

Retention Stipends

**Account Number**

54 E 2710 250 0052 327

**Function Code**

2710 - Vehicle Operation

**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**

Driver's Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$11**Budgeted Expenditures in SFY 2024** \$22**Total Expenditures** \$33**Status**

Task Force Review

Line Item ID: 402-3-0090

**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**

Retention Stipends

**Account Number**

54 E 2710 260 0052 327

**Function Code**

2710 - Vehicle Operation

**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**

Driver's Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$76**Total Expenditures** \$114**Status**

Task Force Review

Line Item ID: 402-3-0091

**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**

Retention Stipends

**Account Number**

54 E 2720 120 0052 327

**Function Code**

2720 - Monitoring 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**

Transportation Monitoring Services Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0092

**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**

Retention Stipends

**Account Number**

54 E 2720 220 0052 327

**Function Code**

2720 - Monitoring 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**

Transportation Monitoring Services Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$115**Status**

Task Force Review

Line Item ID: 402-3-0093

**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**

Retention Stipends

**Account Number**

54 E 2720 250 0052 327

**Function Code**

2720 - Monitoring 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**

Transportation Monitoring Services Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 402-3-0094

**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**

Retention Stipends

**Account Number**

54 E 2720 260 0052 327

**Function Code**

2720 - Monitoring Services

**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**

Transportation Monitoring Services Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 402-3-0095

**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**

Retention Stipends

**Account Number**

54 E 2730 120 0052 327

**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**

Transportation Mechanic Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0096

**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**

Retention Stipends

**Account Number**

54 E 2730 220 0052 327

**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**

Transportation Mechanic Retention Stipend FICA/FICM

<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>	\$77
<b>Total Expenditures</b>	<u>\$115</u>

**Status**

Task Force Review

Line Item ID: 402-3-0097

**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**

Retention Stipends

**Account Number**

54 E 2730 250 0052 327

**Function Code**2730 - Vehicle Servicing and  
Maintenance**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**

Transportation Mechanic Retention Stipend Unemployment

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

**Status**

Task Force Review

Line Item ID: 402-3-0098



**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**

Retention Stipends

**Account Number**

54 E 2730 260 0052 327

**Function Code**

2730 - Vehicle Servicing and Maintenance

**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**

Transportation Mechanic Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 402-3-0099

**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**

Retention Stipends

**Account Number**

54 E 2790 120 0052 327

**Function Code**

2790 - Other 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**

Transportation Bus Aide SPED Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0100

**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**

Retention Stipends

**Account Number**

54 E 2790 220 0052 327

**Function Code**

2790 - Other Student Transportation 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**

Transportation Bus Aide SPED Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$115**Status**

Task Force Review

Line Item ID: 402-3-0101

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention Stipends

**Account Number**

54 E 2790 250 0052 327

**Function Code**

2790 - Other Student Transportation 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**

Transportation Bus Aide SPED Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 402-3-0102

**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**

Retention Stipends

**Account Number**

54 E 2790 260 0052 327

**Function Code**

2790 - Other Student Transportation Services

**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**

Transportation Bus Aide SPED Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 402-3-0103

**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**

Retention Stipends

**Account Number**

54 E 2900 120 0052 327

**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**

Lunch Aide Retention Stipends

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0104

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention Stipends

**Account Number**

54 E 2900 220 0052 327

**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**

Lunch Aide Retention Stipends FICA/FICM

<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>	\$77
<b>Total Expenditures</b>	<u>\$115</u>

**Status**

Task Force Review

Line Item ID: 402-3-0105

**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**

Retention Stipends

**Account Number**

54 E 2900 250 0052 327

**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**

Lunch Aide Retention Stipends Unemployment

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

**Status**

Task Force Review

Line Item ID: 402-3-0106

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention Stipends

**Account Number**

54 E 2900 260 0052 327

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**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**

Lunch Aide Retention Stipends Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 402-3-0107

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention Stipends

**Account Number**

54 E 3100 120 0052 327

**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**

Food Service Clerk Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$2,400**Total Expenditures** \$3,600**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: Lastly, we plan to pay retentions stipends of \$1,200 for all returning full time staff, \$600 for returning part-time staff and \$150 for returning supplemental positions that do not have a separate position within the district. The district plans to provide these retention stipends for returning staff during the fall semester of the 2022-23, 2023-24 and 2024-25 school years.

Line Item ID: 402-3-0108

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention Stipends

**Account Number**

54 E 3100 220 0052 327

**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**

Food Service Clerk Retention Stipend FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$115**Status**

Task Force Review

Line Item ID: 402-3-0109

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention Stipends

**Account Number**

54 E 3100 250 0052 327

**Function Code**

3100 - Food Service Operations

**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**

Food Service Clerk Retention Stipend Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$1**Total Expenditures** \$2**Status**

Task Force Review

Line Item ID: 402-3-0110

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Retention Stipends

**Account Number**

54 E 3100 260 0052 327

**Function Code**

3100 - Food Service Operations

**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**

Food Service Clerk Retention Stipend Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 402-3-0111

**Allocation Type**

Direct Allocation

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

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

**Account Name**

PPE and Cleaning Supplies

**Account Number**

54 E 2670 610 0052 327

**Function Code**

2670 - Safety

**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**

Sanitizer, Gloves, Masks and other PPE supplies

**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**

Task Force Review

Line Item ID: 402-3-0112

**Allocation Type**

Direct Allocation

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

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

**Account Name**

0.5 FTE Nurses Salary

**Account Number**

54 E 2100 120 0062 327

**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**

0.5 FTE Nurses Salary at the High School Salary

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$24,500**Budgeted Expenditures in SFY 2024** \$32,750**Total Expenditures** \$57,250**Status**

Task Force Review

Line Item ID: 402-3-0113

**Allocation Type**

Direct Allocation

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

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

**Account Name**

0.5 FTE Nurses Salary

**Account Number**

54 E 2100 220 0062 327

**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**

0.5 FTE Nurses Salary at the High School FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,874**Budgeted Expenditures in SFY 2024** \$2,505**Total Expenditures** \$4,379**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: ESSER III funds will be used to continue several positions, services and cleaning products that we acquired with ESSER I & II funds. This includes positions and programs targeted at reducing learning lost, including summer school, MTSS specialists and elementary paraprofessional interventionists. Other positions we plan to continue include our 0.5 FTE nurse at Augusta High School and a portion of our 1.5 FTE mental health liaisons. These positions will help keep students and staff both mentally and physically healthy to remain in school throughout the pandemic.



Line Item ID: 402-3-0114

**Allocation Type**

Direct Allocation

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

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

**Account Name**

0.5 FTE Nurses Salary

**Account Number**

54 E 2100 250 0062 327

**Function Code**

2100 - Support Services (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**

0.5 FTE Nurses Salary at the High School Unemployment

<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>	\$33
<b>Total Expenditures</b>	\$58

**Status**

Task Force Review

Line Item ID: 402-3-0115

**Allocation Type**

Direct Allocation

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

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

**Account Name**

0.5 FTE Nurses Salary

**Account Number**

54 E 2100 260 0062 327

**Function Code**

2100 - Support Services (Students)

**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**

0.5 FTE Nurses Salary at the High School Work Comp

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$86
<b>Budgeted Expenditures in SFY 2024</b>	\$115
<b>Total Expenditures</b>	\$201

**Status**

Task Force Review

Line Item ID: 402-3-0116

**Allocation Type**

Direct Allocation

**Is this 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 Liaison

**Account Number**

54 E 2130 110 0052 327

**Function Code**

2130 - Health Services

**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**

Portion of Mental Health Liaisons Salaries

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,000**Budgeted Expenditures in SFY 2024** \$9,500**Total Expenditures** \$16,500**Status**

Task Force Review

**Line Item Comment from KSDE**

This item does not qualify as part of the 20% Learning Loss Set Aside.

from narrative: ESSER III funds will be used to continue several positions, services and cleaning products that we acquired with ESSER I & II funds. This includes positions and programs targeted at reducing learning lost, including summer school, MTSS specialists and elementary paraprofessional interventionists. Other positions we plan to continue include our 0.5 FTE nurse at Augusta High School and a portion of our 1.5 FTE mental health liaisons. These positions will help keep students and staff both mentally and physically healthy to remain in school throughout the pandemic. We have added a full time and part time mental health liaisons through a grant fund that is 75% covered with a 25% match from the district. ESSER funds have helped cover the 25% match. These liaisons have been essential to help students with the emotional toll that pandemic has caused in their lives.

Line Item ID: 402-3-0117

**Allocation Type**

Direct Allocation

**Is this 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 Liaison

**Account Number**

54 E 2130 201 0052 327

**Function Code**

2130 - Health Services

**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**

Portion of Mental Health Liaisons Salaries Health GAP

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$125**Budgeted Expenditures in SFY 2024** \$200**Total Expenditures** \$325**Status**

Task Force Review

Line Item ID: 402-3-0118

**Allocation Type**

Direct Allocation

**Is this 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 Liaison

**Account Number**

54 E 2130 210 0052 327

**Function Code**

2130 - Health Services

**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**

Portion of Mental Health Liaisons Salaries Health Care

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$550**Budgeted Expenditures in SFY 2024** \$800**Total Expenditures** \$1,350**Status**

Task Force Review

Line Item ID: 402-3-0119

**Allocation Type**

Direct Allocation

**Is this 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 Liaison

**Account Number**

54 E 2130 220 0052 327

**Function Code**

2130 - Health Services

**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**

Portion of Mental Health Liaisons Salaries FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$536**Budgeted Expenditures in SFY 2024** \$727**Total Expenditures** \$1,263**Status**

Task Force Review

Line Item ID: 402-3-0120

**Allocation Type**

Direct Allocation

**Is this 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 Liaison

**Account Number**

54 E 2130 250 0052 327

**Function Code**

2130 - Health Services

**Object Code**

260 - Unemployment Compensation

**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**

Portion of Mental Health Liaisons Salaries Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7**Budgeted Expenditures in SFY 2024** \$10**Total Expenditures** \$17**Status**

Task Force Review

Line Item ID: 402-3-0121

**Allocation Type**

Direct Allocation

**Is this 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 Liaison

**Account Number**

54 E 2130 260 0052 327

**Function Code**

2130 - Health Services

**Object Code**

270 - Worker's Compensation

**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**

Portion of Mental Health Liaisons Salaries Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$25**Budgeted Expenditures in SFY 2024** \$34**Total Expenditures** \$59**Status**

Task Force Review

Line Item ID: 402-3-0122

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Greenbush SC Instructional Supports

**Account Number**

54 E 2213 591 0052 327

**Function Code**

2113 - Social Work Services

**Object Code**

591 - Services Purchased from Another LEA or Educational Service Agency Within the State

**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**

Greenbush SC Instructional Supports - Greenbush services were added with ESSER II dollars to provide instructional supports for staff and administrators to close learning gaps created by COVID. Greenbush is a valuable resource for providing the district with guidance on ESSER reporting, planning, and spending requirements.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$15,000**Total Expenditures** \$15,000**Status**

Task Force Review

Line Item ID: 402-3-0123

**Allocation Type**

Direct Allocation

**Is this 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 Learning - Capturing Kids Hearts

**Account Number**

54 E 2213 330 0052 200

**Function Code**

2113 - Social Work 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 - Capturing Kids Hearts - Three campus-specific subscriptions for Ewalt, Garfield & Lincoln Elementary schools aimed at supporting staff as we target instructional and relational needs created by the pandemic. This subscription provides comprehensive ongoing support to leaders and staff who have completed Capturing Kids Hearts 1. It focuses on establishing and building stronger relationships in the classroom. It is well known that a professional relationship between student and teacher results in greater learning. Capturing Kids Hearts will allow staff to build stronger relationships with students in order to dive deeper into instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$11,300
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$11,300</u>

**Status**

Task Force Review

Line Item ID: 402-3-0124

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Securly Inc (Formerly Dyknow) Screen Monitoring

**Account Number**

54 E 1000 735 0052 200

**Function Code**

1000 - Instruction

**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**

Securly Inc (Formerly Dyknow) Screen Monitoring -Prior to Covid 1-1 devices were at the high school only. As a direct result of COVID, 1-1 devices are needed district-wide. Engagement in online instruction has created new challenges from the engagement standpoint. By adding Dyknow, a screen monitoring software, teacher will have considerably more control of what sites the students are accessing during class while also being able to monitor screens to redirect the students- keeping them engaged and increasing learning. Dyknow will allow for better quality classroom management, which leads to better instruction, less interruptions, and more learning- especially important post-pandemic. This item was previously approved as an ESSER II expense.

<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>	\$3,000

**Status**

Task Force Review

Line Item ID: 402-3-0125

**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**iStation Intervention Program  
(reading/math)**Account Number**

54 E 1000 610 0052 327

**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**

iStation Intervention Program (reading/math) - USD 402 has placed a greater focus on intervention in both reading and math at the middle school and the three elementary schools in response to the pandemic. Istation provides valuable curriculum, interventions, and supports for students to reduce learning loss in 2021-22. These materials can also be delivered remotely if needed. This item was previously approved as an ESSER II expense.

iStation is an approved evidence based practice by KSDE. Therefore, it qualifies as part of the 20% allocation that is set aside for student learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$29,001
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29,001</u>

**Status**

Task Force Review

Line Item ID: 402-3-0126



**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**

Newsela

**Account Number**

54 E 1000 610 0052 327

**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**

Newsela - The MTSS process is important in any academic year, however, it is clear that MTSS has never been more important when responding to COVID and the learning loss it has created. As a part of the MTSS process in Augusta, the district would like to continue to utilize Newslea, a digital reading software that provides Lexile reading level scores and the program also auto-assigns appropriate reading levels to student users. This item was previously approved as an ESSER II expense.

Newsela is an approved evidence based practice by KSDE. Therefore, it qualifies as part of the 20% allocation that is set aside for student learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$29,670
<b>Budgeted Expenditures in SFY 2023</b>	\$29,670
<b>Budgeted Expenditures in SFY 2024</b>	\$29,670
<b>Total Expenditures</b>	\$89,010

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know what subgroups this will target and how it will address a COVID-19 need.

Line Item ID: 402-3-0127

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SeeSaw

**Account Number**

54 E 1000 610 0052 327

**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**

SeeSaw - Elementary learning management system which allows for teachers to communicate with parents to a greater extent and provide uninterrupted instruction and support to students. As we start to gain a better idea of where students educationally, post-pandemic, effective parent communication and student access to instructional materials will be more important than ever. SeeSaw also bridges the gap instructionally for students when on quarantine. This item was previously approved as an ESSER II expense.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,300
<b>Budgeted Expenditures in SFY 2023</b>	\$3,300
<b>Budgeted Expenditures in SFY 2024</b>	\$3,300
<b>Total Expenditures</b>	<u>\$9,900</u>

**Status**

Task Force Review

Line Item ID: 402-3-0128

**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**

Additional Title Reading Specialists

**Account Number**

54 E 1000 110 0052 327

**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**

Additional Title Reading Specialists Salary

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$51,730
<b>Budgeted Expenditures in SFY 2024</b>	\$72,000
<b>Total Expenditures</b>	<u>\$123,730</u>

**Status**

Task Force Review

Line Item ID: 402-3-0129

**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**

Additional Title Reading Specialists

**Account Number**

54 E 1000 201 0052 327

**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 Title Reading Specialists Health GAP

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$624**Budgeted Expenditures in SFY 2024** \$900**Total Expenditures** \$1,524**Status**

Task Force Review

Line Item ID: 402-3-0130

**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**

Additional Title Reading Specialists

**Account Number**

54 E 1000 210 0052 327

**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 Title Reading Specialists Health Care

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,268**Budgeted Expenditures in SFY 2024** \$8,000**Total Expenditures** \$13,268**Status**

Task Force Review

Line Item ID: 402-3-0131

**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**

Additional Title Reading Specialists

**Account Number**

54 E 1000 220 0052 327

**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**

Additional Title Reading Specialists FICA/FICM

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,957**Budgeted Expenditures in SFY 2024** \$5,508**Total Expenditures** \$9,465**Status**

Task Force Review

Line Item ID: 402-3-0132

**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**

Additional Title Reading Specialists

**Account Number**

54 E 1000 250 0052 327

**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**

Additional Title Reading Specialists Unemployment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$52**Budgeted Expenditures in SFY 2024** \$72**Total Expenditures** \$124**Status**

Task Force Review

Line Item ID: 402-3-0133

**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**

Additional Title Reading Specialists

**Account Number**

54 E 1000 260 0052 327

**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**

Additional Title Reading Specialists Work Comp

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$181**Budgeted Expenditures in SFY 2024** \$252**Total Expenditures** \$433**Status**

Task Force Review

# ESSER III APPLICATION FOR D0434

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>
Santa Fe Trail	104 S Burlingame Ave, Scranton, KS 66537	104 S Burlingame Ave, Scranton, KS 66537
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jim Lentz	jlentz@usd434.us	(800) 836-9525

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jim Lentz	Superintendent	jlentz@usd434.us	(800) 836-9525
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
kaylee Boyd	kboyd@usd434.us		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Faith Flory	fflory@usd434.us		

## Plan for Safe Return

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

[www.usd434.org](http://www.usd434.org)

## 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 434 follows the guidelines of the CDC, KDHE and the Osage Co. Health Department to effectively protect the health and safety of students and staff. We use test to stay, play and participate in an effort to minimize the risk of COVID 19 spread to others. If positive numbers rise in the district or county to an unacceptable number the Board of Education will implement a mask policy to further protect students and staff. In addition to providing masks, for students and staff the district also uses funds to effectively clean and disinfect all areas of the schools daily. We are currently seeking funds to replace old inefficient HVAC units with new high efficiency units with factory installed germicidal UV lights. The district will also use ESSER3 funds to replace old windows with new high efficiency windows.

## 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**

Building administrators met with and offered an online google survey to all students at the Junior High and High School to discuss the most effective ways to use ESSER3 funds. We had approximately 75% of students respond to the survey. Responses included more science classes and improved labs, more college classes, physical therapy and health care, and more career opportunities. Junior high students suggested more science, more outside activities and more sports programs. They also indicated the need to learn to cook and how to do taxes. In our K-3 building, there were 10 students who participated in the survey and reported on 5 items regarding school needs/wants as well as ideas for improving their school post COVID-19. Students there liked the STREAM classes but want more hands on opportunities. They also want more science experiments, outside environmental improvements and more field trips. Students also requested more math help for students who are behind and celebrations of goal achievement.

## **Families**

We emailed out a google survey to the families of all students regarding the most effective uses of ESSER3 funds. There were about 50 responses. The items mentioned most were summer learning programs, additional personnel and staff, more behavior support, additional instructional materials, expanded social and emotional support for students, and facility upgrades and support.

## **School and District Administrators including Special Education Administration**

The administrative team and special education administrations emphasized the need to address learning loss through remedial opportunities, additional time for math and reading, and summer school. They also believe there is a real need for additional staff to work with struggling students, more at-risk teachers, counselors, social workers, and permanent substitute teachers. Professional learning in the area of social/emotional learning and support for staff and more effective alignment of core curriculum to help students with learning issues. High-quality Diagnostic Assessments, and supplemental materials designed to specifically help struggling students, students with disabilities, and all students at risk of failure.

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

Teachers, and their union representatives expressed the need for additional staff, more time for collaboration, and the need to address learning loss. Principals and other school leaders listed those same concerns along with social emotional training and learning, more and improved learning opportunities for struggling students, remedial summer school and summer enrichment opportunities for students and staff. The need for improved air quality and smaller class sizes to allow for more social distancing. There is also a need for Interest-based extended learning activities, problem solving and career focus.

## **Tribes**

We reached out several times via email to Dr. Alex Red Corn of Osage Nation but received no response. We then identified the 6 students in our district that identify as Native American and interviewed them. Their responses included the need for more academic classes, cultural awareness, more foreign language, technology, science and library classes for all students. They also discussed the need to improve the culture and positive relations between students and some staff.

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

The following is from John Wilson, Director of Kansas Action for Children

#### Early Learning & Child Care

Research clearly shows that when children participate in high quality child care and early learning opportunities, they are more prepared to enter kindergarten ready to continue learning. They also have better health outcomes, extending into adulthood. So, I suggest considering how ESSER funds could support programming for 3 and 4 year olds so that they're less likely to fall behind academically.

You might be considering retention pay for teachers and staff. Another way to retain staff could be making sure they have child care so that they can be the best, most focused teachers possible during the pandemic. We know that child care is the root of many workforce challenges right now—people can't find it and when they do, it's unaffordable.

#### Family Support & Nutrition

For your plan, consider the home environment to which students return. Can they put food on the table? Can they pay utilities or afford rent? Do they need support from a social worker? Students will perform better academically when they're not hungry and worried about their home life. The stress created by financial insecurity can be enormous for everyone in the family.

Does your food service program need to change in response to the pandemic? I know the USDA is allowing all kids to access free breakfast and lunch, but are there other considerations that help address food security with students and their parents?

In addition we reviewed all district policies, handbooks and procedures to insure that the civil rights of all students, parents and staff were protected and accounted for.

**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 reached out to Homeless and Foster Care officials from our area and with the State, but received no response or they weren't able to provide information to us. We surveyed stakeholders in the district, foster parents, the Interlocal Director of Special Education, the District homeless liaison, and the District Social Worker, as well as Principals and teachers. They indicated the need for more after-school programs and transportation, staff who believe in forming positive relations with all students, improved staff training to implement new programs, improved school lunches, lower student/teacher ratios, and working with students with mental health issues including anxiety and depression. They also said that students need more access to counselors and therapists at school or that the school should provide for those services outside of school. Our district currently has no ELL, Migrant, or Incarcerated students. Overall our feedback included students and families with disabilities, free/reduced lunch status, those suffering from homelessness, and other At-Risk categories. For the 2021/2022 school year we had 17 students who were identified as homeless. Our District Social Worker is in the process of collecting the data for the 2022/2023 school year.

Native American Population Responses for potential ESSER expenditures:

1. More electives
2. Incorporate more cultural awareness courses and extracurricular opportunities
3. A broader selection of texts that are culturally responsive

Homeless Population and advocates responses for potential ESSER expenditures:

1. School options for childcare
2. Rent incentives and subsidies
3. Free lunches for all students
4. Mental Health and community services for stress created by financial insecurities
5. School-supported health care programs
6. Free Wifi opportunities from school
7. After School Programs
8. Transportation

SPED population, staff, and advocates' responses for potential ESSER expenditure:

1. Benefits and salary increase for paraprofessionals that work directly with students
2. Additional curricular resources to support interventions and resource room instruction
3. Recruit and retain related services staff to directly support student needs and avoid the telehealth format
4. High-Quality assessments to diagnose learning needs

Foster parents in our district had the following responses for potential ESSER expenditures:

1. Improved school lunches
2. Transportation
3. Counselors and mental health resources

Our district currently has no ELL, Migrant, or Incarcerated students.

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

We surveyed patrons of the district. The feedback included the need for more career pathways, college prep., work based learning, school/work internships, students with better work skills and public relations skills. They also mentioned the need for more hands on learning and the ability to apply academic learning to the work place and real world experiences. The need for improved internet service in our county and remote learning technology was also mentioned.

### **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 19 has had a significant negative impact on USD434 in all areas including learning loss, social/emotional safety and additional cost. The number of students scoring at the state average and in levels 3 and 4 on State Assessments has dropped at all grade levels from the scores reported on the state report card in all core areas from 2018-2019 to 2021-2022. For example 47% of students in 3rd grade scored at level 1 in 18-19 compared to 60% in 20-21. In 8th grade the drop was from 27% to 48%. The number one professional learning requested by staff for the 21-22 school year was Social/ Emotional learning. We added a District wide social worker for the 21-22 school year and the need for her services stretched her to the limit, Her case load this past year was 21 students and families. The financial cost incurred as a result of COVID far exceeded any other health issue in past history.

**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 offer remedial summer school at the Elementary and Junior High. 57 students are currently enrolled at the elementary and 31 students at Junior High. We currently have 8 students enrolled for credit recovery at the High School. We also offer summer enrichment through the STREAM program at the elementary.

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

The district plans on funding the following professional development, core and intervention resources, and assessments with ESSER money to address learning loss due to the COVID pandemic.

ESSER approved:

#### READING

Core and Interventions  
Read Naturally  
Sonday System  
95% Reading Interventions and Phonics  
Reading A-Z Decodables  
Learning Without Tears  
Fountas and Pinnell LLI Kits  
Fountas and Pinnell Mini Lessons  
Fountas and Pinnell Guided Reading

#### ASSESSMENT

Fastbridge  
NWEA MAP

#### PROFESSIONAL DEVELOPMENT

LETRS Training  
Science of Reading Professional Development  
Dyslexia Training  
95% phonics instruction training

#### PERSONNEL

Reading Interventionists  
Reading Coaches

#### MATH

Core and Interventions

Illustrative Mathematics (student consumables)  
EnVision Math SAVVAS  
Bridges -Math Learning Center  
Assessments  
Fastbridge  
NWEA MAP

#### PROFESSIONAL DEVELOPMENT

Emporia State University- Consulting- Conceptual Math Practices  
FastBridge-Math intervention training  
Math Adoption Committee-Process and protocols for adoption  
Illustrative Math Professional Development

#### PERSONNEL

Math Interventionist

#### SEL

Fastbridge SAEBRS and My SAEBRS  
Fastbridge Intervention lessons  
Leader in Me  
Second Step

Professional Development with Greenbush Specialized Learning Services

- Toxic Stress and Childhood Trauma
- CASEL Framework
- SEL competencies

#### PERSONNEL

District wide social worker  
Certified Counselor in each building  
Partnership with Crosswinds Mental Health  
SRO in all buildings K-12

Improved Air Quality

- HVAC replacement
- New Windows

**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 434 will use data-driven and evidence based-strategies to target learning loss for all student groups across the school district. Response to intervention will be a tiered approach and analyzed within the core areas K-12. This data will allow for targeted core instruction, interventions, and outreach services for all academic and SEL needs. This data will be used to show growth or decline in efforts and help us analyze current practices to support any adjustments needed. The district goals have been developed by the BOE to support and sustain these strategies and will be under constant review for accountability and consistency. A needs assessment will be given each year for additional professional development areas and stakeholder input regarding these interventions.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,367,970	\$0	\$1,367,970	ESSER III Allocations	\$273,594
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,367,970	\$0	\$1,367,970	Amount Still Needed	\$273,594
In Review Total	\$1,130,983	\$0	\$1,130,983	In Review Total	\$743,734
Amount Left	\$236,987	\$0	\$236,987	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
434-3-0001	Direct	True	2212	322	12	\$14,100	Task Force Review
434-3-0002	Direct	True	2212	322	12	\$12,263	Task Force Review
434-3-0003	Direct	True	2212	322	12	\$23,405	Task Force Review
434-3-0004	Direct	True	2212	322	12	\$2,396	Task Force Review
434-3-0005	Direct	True	2212	322	12	\$6,655	Task Force Review
434-3-0006	Direct	True	2212	322	12	\$1,800	Task Force Review
434-3-0007	Direct	False	2212	322	12	\$5,568	Task Force Review
434-3-0008	Direct	False	2000	946	12	\$65,000	Task Force Review
434-3-0009	Direct	False	2212	322	12	\$127,000	Task Force Review
434-3-0010	Direct	False	2212	322	12	\$45,100	Task Force Review
434-3-0011	Direct	True	1000	100	16	\$586,115	Task Force Review
434-3-0012	Direct	True	1000	949	12	\$97,000	Task Force Review
434-3-0013	Direct	False	2620	460	13	\$46,581	Task Force Review
434-3-0014	Direct	False	4700	723	14	\$98,000	Task Force Review

## Line Item Details

Line Item ID: 434-3-0001

**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**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional 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**

FastBridge is a K-12 evidence based assessment system that provides universal screening and progress monitoring for reading, math, and behaviors. We used this data for core instruction and interventions. Due to COVID-19 we have seen tremendous learning loss and this tool provides data to support student growth.

<b>Budgeted Expenditures in SFY 2021</b>	\$900
<b>Budgeted Expenditures in SFY 2022</b>	\$4,400
<b>Budgeted Expenditures in SFY 2023</b>	\$4,400
<b>Budgeted Expenditures in SFY 2024</b>	\$4,400
<b>Total Expenditures</b>	<u>\$14,100</u>

**Status**

Task Force Review

Line Item ID: 434-3-0002

**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**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional 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**

NWEA MAPP is an evidence based assessment system that provides universal screening for reading, math, and behaviors. This system shows student growth over time compared to nationally normed data. We used this data for core instruction and interventions. Due to COVID-19 we have seen tremendous learning loss and this tool provides data to support student growth.

<b>Budgeted Expenditures in SFY 2021</b>	\$5,700
<b>Budgeted Expenditures in SFY 2022</b>	\$6,563
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,263</u>

**Status**

Task Force Review

Line Item ID: 434-3-0003

**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**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional 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**

95 % Group is a phonics and reading intervention program that provides targeted research based structured literacy instruction for 1st-6th grades. This instructional tool is used explicitly in the core classrooms as well as interventions. Due to COVID-19 we have seen tremendous learning loss and this tool provides targeted instruction to support student growth.

<b>Budgeted Expenditures in SFY 2021</b>	\$327
<b>Budgeted Expenditures in SFY 2022</b>	\$813
<b>Budgeted Expenditures in SFY 2023</b>	\$16,265
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$23,405</u>

**Status**

Task Force Review

Line Item ID: 434-3-0004

**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**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional 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**

Fountas & Pinnell LLI kits, mini lessons, and guided reading program is a research based instructional resource for literacy. This instructional tool is used explicitly in the core classrooms as well as interventions. Due to COVID-19 we have seen tremendous learning loss and this tool provides targeted instruction to support student growth.

<b>Budgeted Expenditures in SFY 2021</b>	\$1,416
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$980
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,396</u>

**Status**

Task Force Review

Line Item ID: 434-3-0005

**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**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional 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 a researched based reading intervention program to help students become fluent readers and make gains in reading comprehension and vocabulary. This program is used in tier 3 interventions. Due to COVID-19 we have seen tremendous learning loss and this tool provides targeted instruction to support student growth. This program not only services students on an IEP but also our students that had tremendous learning loss due to remote learning during the pandemic. This intervention program is backed by evidence and research in a tier 1 study that determines the effectiveness of using teacher modeling, repeated reading, and progress monitoring.

<b>Budgeted Expenditures in SFY 2021</b>	\$1,480
<b>Budgeted Expenditures in SFY 2022</b>	\$1,725
<b>Budgeted Expenditures in SFY 2023</b>	\$1,725
<b>Budgeted Expenditures in SFY 2024</b>	\$1,725
<b>Total Expenditures</b>	<u>\$6,655</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Have you looked at the Evidence for ESSA website to evaluate the evidence for Read Naturally? Here is a link if you haven't: <https://www.evidenceforessa.org/programs/reading/read-naturally> I also checked What Works Clearing House and this is a link to the evidence summary for Read Naturally: <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/407> You might want to take another look to be sure if this is the right intervention or if there is one with more evidence to provide for the needs of your local students being targeted in Tier 3.

Line Item ID: 434-3-0006

**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**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional 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 Sondag system is a comprehensive reading program that provides multi-sensory instruction. This program is used with special education students and tier 3 interventions for students at risk in reading due to remote learning during the pandemic. Due to COVID-19 we have seen tremendous learning loss and this tool provides targeted instruction to support student growth. This program is backed by evidence and research in a tier 1 study that determined the effectiveness of structured literacy that is systematic, explicit, and cumulative.

<b>Budgeted Expenditures in SFY 2021</b>	\$450
<b>Budgeted Expenditures in SFY 2022</b>	\$450
<b>Budgeted Expenditures in SFY 2023</b>	\$450
<b>Budgeted Expenditures in SFY 2024</b>	\$450
<b>Total Expenditures</b>	<u>\$1,800</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Looking at both Evidence for Essa <https://www.evidencefoessa.org/programs/reading/sonday-system-0> and What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/Intervention/525>, there does not appear to be evidence for the Sondag system. Perhaps there is a program that has evidence to assist in making the gains that you are looking for?

Line Item ID: 434-3-0007



**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**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

322 - Instructional 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**

Learning Without Tears is a researched based approach to early learning and provides instruction for critical skills that prepare our youngest students for kindergarten and beyond. This program is used in both the PK classrooms and early elementary classrooms. Due to COVID-19 we have seen tremendous learning loss and this tool provides targeted instruction to support student growth.

<b>Budgeted Expenditures in SFY 2021</b>	\$1,392
<b>Budgeted Expenditures in SFY 2022</b>	\$1,392
<b>Budgeted Expenditures in SFY 2023</b>	\$1,392
<b>Budgeted Expenditures in SFY 2024</b>	\$1,392
<b>Total Expenditures</b>	<u>\$5,568</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Learning Without Tears does not appear on either Evidence for ESSA or the What Works Clearinghouse. You may want to consider if this is the most effective instructional approach.

Line Item ID: 434-3-0008

**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**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**

2000 - Support Services

**Object Code**

946 - Professional Development

**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**

USD 434 partners with Greenbush Education Center. We are members of the specialized learning services consortium. They provide consulting, professional development, and individual student work for social emotional learning needs and behavior interventions. Training and consulting were used to prepare teachers, counselors, and administrators for the social emotional effects to both students and adults because of COVID-19. Santa Fe Trail has built a district wide framework to combat the effect it has had on our schools.

<b>Budgeted Expenditures in SFY 2021</b>	\$20,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
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<b>Total Expenditures</b>	<u>\$65,000</u>
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**Status**

Task Force Review

Line Item ID: 434-3-0009

**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**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**

2212 - Instruction and Curriculum Development Services

**Object Code**

322 - Instructional 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**

enVision Mathematics by Savvas Learning Company is an evidence based math series that combines problem based learning with visual learning. Santa Fe Trail is adopting this math series for K-5 for the 2023 SFY. This program will be used for core math instruction. Due to COVID-19 we have seen tremendous learning loss and this tool provides targeted instruction to support student growth.

<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>	\$112,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$127,000</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**

Federal & Cares Funds

**Account Number**

07

**Function Code**

2212 - Instruction and Curriculum  
Development Services

**Object Code**

322 - Instructional 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**

Leader in Me is a school transformation model developed to empower students with leadership skills to thrive in the 21st century. This is a CASEL recognized program that supports SEL and creates positive school culture. COVID-19 has negatively impacted the social and emotional needs of students, staff, and school culture. This program has become the framework for positive school transformation in our elementary school.

<b>Budgeted Expenditures in SFY 2021</b>	\$19,000
<b>Budgeted Expenditures in SFY 2022</b>	\$12,100
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$45,100</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

While The Leader in Me is recognized by CASEL (from studies prior to 2018), this program is not listed in Evidence for ESSA or What Works Clearinghouse. You may want to check the data you are using to determine whether or not you are achieving the SEL outcomes you are working towards.

**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**

Federal &amp; Cares Funds

**Account Number**

07

**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**

We have implemented several new positions to help provide support for our students who need additional education and emotional support due to the COVID-19 pandemic. These positions include, a district social worker (\$58,350), 2 counselors (\$107,469), 1 math interventionist (\$60,653) & 1 math & reading interventionist (\$59,641). These employees will focus on students who are classified as At-Risk, students on 504's, IEP's, Tier 2 & 3 on SEL, as well as title students for math and reading. Our social worker is partnering with families that need counseling, drug & alcohol supports, homelessness resources, Harvesters food program, and more.

<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>	\$286,115
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<b>Budgeted Expenditures in SFY 2024</b>	\$300,000
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<b>Total Expenditures</b>	\$586,115
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide further details about what subgroups of students these positions will focus on. How does it qualify for the 20% Set Aside?

Line Item ID: 434-3-0012

**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**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

949 - Summer School

**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**

Evidence suggests that effective summer learning programs have the potential to reduce learning losses through targeted interventions and explicit instruction. These are aligned with the regular school year and play an important role in narrowing the achievement gap. Due to COVID-19, we have seen significant learning loss and therefore have used summer school to extend our intervention program. The expenses in the section will pay for the Interventionists, support staff, and resources needed for Summer School.

During the summer of 2022, we served 127 students identified as at risk in math and reading in grades K-8th grade. 18 teachers were hired over the summer to service the summer school program. Of those numbers, K-3 programming serviced 88 students with 10 Teachers and the 4-8th program serviced 39 students with 8 teachers. In addition to certified teachers, we also hired 6 paraprofessionals, 3 bus drivers, and 1 program coordinator as support staff for the summer learning program. While we hope that our at-risk student number drops we anticipate the same amount of staff needed for summer learning due to the ongoing effects of COVID-19.

In total, we hired 28 employees to run the summer learning program for students in the summer of 2022

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$48,500
<b>Budgeted Expenditures in SFY 2023</b>	\$48,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$97,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Could you provide some clarification on the number of staff this cost covers as well as the number of students who participated in FY2022 and anticipated for FY2023? We have to determine the "reasonableness" of the amount and this further breakdown will help accomplish that.

Line Item ID: 434-3-0013

**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**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**

2620 - Maintenance of Buildings

**Object Code**

460 - Repair of 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**

We are purchasing upgraded windows for our middle school building. They are no longer performing to the standards required for a safe and healthy learning environment.

These were previously approved by the capital application process this summer. We have the certificate of approval if needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$46,581
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$46,581</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 434-3-0014

**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**

Federal &amp; Cares Funds

**Account Number**

07

**Function Code**

4700 - Building Improvements

**Object Code**

723 - Heating and Cooling System

**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**

Santa Fe Trail is upgrading our school facilities to enable the operations of schools and reduce the risk of virus transmissions and exposure to environmental health hazards. This will support student learning, safety, and health.

These were previously approved by the capital application process this summer. We have the certificate of approval if needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$98,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$98,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

# ESSER III APPLICATION FOR D0457

**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>
Garden City	1205 Fleming Street, Garden City, KS 678464751	1205 Fleming Street, Garden City, KS 678464751
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Mike Dominguez	mdominguez1@gckschools.com	(620) 805-7000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Colleen Drees	Chief Financial Officer	cdrees1@gckschools.com	(620) 805-7007

## Plan for Safe Return

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

[https://cdn5-ss11.sharpschool.com/UserFiles/Servers/Server\\_54840/File/for%20parents/USD%20457%20Pandemic%20Response%20Plan%20Addendum.pdf](https://cdn5-ss11.sharpschool.com/UserFiles/Servers/Server_54840/File/for%20parents/USD%20457%20Pandemic%20Response%20Plan%20Addendum.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?**

These funds will be utilized to purchase personal protective equipment, hand sanitizer, sanitizing wipes, masks, face shields, plexiglass dividers, testing supplies, hire medical staff to perform testing, contact tracing and medical oversight in their perspective schools. We continuously meet with our local health department and collaborate with them to continue to design and implement mitigation strategies to ensure the safety of our staff and students. Ultimately, continued implementation of these strategies pay off in dividends by allowing children to be in school for the entire school year.

## 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 surveyed our students on how we should be spending our Esser funds and what strategies they feel are the most effective use of these funds. We have those survey results and utilized these responses in designing our plans for ESSER III funding



## **Families**

Each spring we use a district site council group that reviews all of our staff's proposals for ESSER fundings. We utilize this group to vote on the strategies/proposals they would like funded. The highest voted proposals receive funding up to the amount that we have available to allocate. This committee is made up of district staff, community members, parents of students, and administrative members.

Additionally, we have worked closely with our families to solicit feedback on our ESSER plan. We have conducted this through surveys, and stakeholder discussion groups. It is clear that our parents are most interested in seeing the following items in our ESSER plan:

After School Tutoring  
Behavioral Support/Interventions  
Social/Emotional Support

You will see this reflected in our ESSER plan.

## **School and District Administrators including Special Education Administration**

Our district administrators and 3 administrative representatives all serve on our district site council and provided voting responses to the ESSER proposals.

Our administrative team has met regularly and has reviewed our the needs of our staff and students in the buildings and overall for the district. These meetings have consisted of focus groups review data to define the following items as the most important to meet the needs identified in our district:

Social/Emotional Support for staff and students  
Additional employees and recruitment (premium pay)  
After School/Summer school programs

These items have been used to define our plan for this next school year.

SPED Administrators voted these top 3 items as being priority proposals to implement:

- Additional employees for academic help
- Expanded social and emotional support or mental health services
- Air quality in buildings

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

All of these groups also serve and vote in our district site council for ESSER proposals that are submitted. During negotiations we also discuss with the union members our ESSER plans for the following school year and their opinions on how this funding is utilized - especially in relation to employee compensation

## **Tribes**

We identified 32 students that have reported being members of a tribe. During focused group meeting with these students and parents, they indicated the following items would best benefit their students:

Additional academic help/tutoring  
Additional social/emotional supports  
Additional intervention support

These items are reflected in our plan.

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

We reached out to the American Civil Liberties Union of Kansas to request contact information for local chapter or group that we could involve in our district site council or even survey on gaps of services noted in education and how we could utilize our Esser funds to address those concerns - unfortunately I received a response that there is only a state affiliate that works for the entire state of Kansas and offered that if I need legal assistance to contact them. Other than that we have Catholic Charities of Southwest Kansas and they had a member serve on district site council who voted on proposals. We also researched for disability rights organizations locally and were only able to find in home health care units that provide health services to disabled citizens. With the number of SPED staff and parents we have that are heavily involved and voting members in district site council, that appeared to be our best way to illicit opinions on how Esser funding can be utilized to create a meaningful impact for a variety of populations that comprise our school district

**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**

In district site council we had representation from SPED, our ELL Director, Migrant/Homeless coordinator, and 1 foster parent/teacher. When we surveyed our student population we also had students that represent all of these underserved categories that submitted responses that we have included in our designed initiatives to address their needs in our district. Additionally, we have worked closely with our students and stakeholders of these subgroup populations in our school district to define our ESSER plan. We have done this through a variety of measures but primarily through small group work sessions. Through these focused conversations the following has been identified as identified needs:

Behavioral Support

Air quality in buildings

Additional instructional materials & resources (textbooks, software, curriculum)

These items are reflected in our plans for these funds.

The following is what we received from stakeholders who represent various populations. This is broken down by the top 3 priorities of each subgroup --

Children with Disabilities - 12 participants

-Additional employees for academic help

-Expanded Social and emotional support or mental health services

-Air quality in buildings

Foster Care - 4 participants

-After school tutoring options

-Expanded social and emotional support or mental health services

-Additional employees for health, safety and support of the student body

Homeless - 6 participants

-Summer learning or enrichment options

-Additional instructional materials and resources (software, textbooks, curriculum)

-Additional technology options

Migratory Students - 12 participants

-Summer learning or enrichment options

-Additional instructional materials and resources (software, textbooks curriculum)

-Additional technology options

ELL - 12 participants

-After school tutoring options

-Additional employees for academic help

-Additional instructional materials and resources (software, textbooks, curriculum)

Incarcerated Youth - 4 participants

-Additional employees for behavioral support and interventions

-Additional instructional materials and resources (software, textbooks, curriculum)

-Expanded social and emotional support or mental health services

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

All of our board meetings where we reviewed our ESSER plans and formulated ideas with our board members were advertised and promoted ahead of time to allow the public the opportunity to provide feedback/influence our plans for these funds. We also invited community members from area organizations to serve on district site council and had a few who attended all of the district site council meetings and who voted on the proposals.

### **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-19 had an impact educationally at USD 457 in our early reading performance. In the Fall of 2019, we had 41% of students above benchmark in the FastBridge screening data. That dropped to 25% above benchmark in the Fall of 2020. The 16 point drop we believe was in direct relation to early childhood learners (PreK-2nd) not in attendance with staff or having to navigate learning to read via remote learning. We did not see much if any disproportion of the data toward any subgroup as most of our students are an ethnicity other than white and having 60% EL population. The data skewed to emerging readers as being the hardest hit. We focused efforts with ESSERs funds to provide summer school and enhanced learning opportunities for teachers in this grade band. The result was that in the Spring of 2022 we have 43% of our students above benchmark in early reading assessment. We saw the largest gain in 2nd grade, which were the students that missed the most schooling during the formative years of learning to read.

**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 457 offers afterschool programs to elementary K-6 students at multiple sites. Specifically tier 2 & 3 students are targeted for enrollment to address learning loss with tier 1 students filling in open spaces. The programs focus on reading deficits while also addressing math and social emotional needs. Elementary summer school has also been offered with nearly 350 K-6 student taking advantage of the opportunity. This was 10 days of reading and math instruction with enrichment opportunities daily. This was coupled with a professional development opportunity for staff involved on research based strong instructional strategies specific to grade-bands in math and reading. High school offered semester school after each semester to address credit recovery opportunities. Special education offered their annual summer school for students needing extra services in an extended school year opportunity.

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

The remaining funds will be used in part to increase the capacity of USD 457 instructional leaders. They will be partnering with The New Teacher Project consultants to learn about strong instructional strategies, how to coach teachers in using best practices, classroom observation calibration and techniques, and focusing goals of academic success for example. This work will impact classroom teachers and their abilities to affect academic success for their students. Other projects include structured-literacy based materials to address phonics deficits, online tutoring opportunities for secondary students to impact learning loss, new social-emotional curriculum to address mental health needs of staff and students, equipment to increase access to technology and digital programs, and increased staff to support the needs of all students, for example.

**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 identified ESSER projects include structured-literacy based materials to address phonics deficits, online tutoring opportunities for secondary students to impact learning loss, new social-emotional curriculum to address mental health needs of staff and students, equipment to increase access to technology and digital programs, and increased staff to support the needs of all students, for example. Our district has planned to utilize at least 60% of ESSER III funds to address the academic loss that our students have experienced due to COVID-19. We will be working closely with our principals and other administrative staff to identify the unique benchmarks that are instrumental to the success of the individual proposals/programs implemented. We are a data-driven district and we will identify how we will measure student's progress and closing the achievement gap through a variety of platforms that provide the district with the data to track our progress.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$12,205,114	\$0	\$12,205,114	ESSER III Allocations	\$2,441,023
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$12,205,114	\$0	\$12,205,114	Amount Still Needed	\$2,441,023
In Review Total	\$5,630,894	\$0	\$5,630,894	In Review Total	\$1,547,430
Amount Left	\$6,574,220	\$0	\$6,574,220	Amount Still Needed	\$893,593

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
457-3-0001	Direct	True	1000	121	12	\$408,500	Task Force Review
457-3-0002	Direct	True	1000	110	12	\$855,900	Task Force Review
457-3-0003	Direct	False	1000	111	3	\$42,000	Task Force Review
457-3-0004	Direct	False	1000	110	12	\$226,000	Task Force Review
457-3-0005	Direct	False	2410	111	16	\$45,000	Task Force Review
457-3-0006	Direct	True	2122	320	10	\$70,000	Task Force Review
457-3-0007	Direct	False	1000	610	12	\$75,789	Task Force Review
457-3-0008	Direct	False	1000	111	12	\$80,000	Task Force Review
457-3-0009	Direct	False	1000	111	12	\$70,000	Task Force Review
457-3-0010	Direct	False	2222	641	12	\$39,000	Task Force Review
457-3-0011	Direct	True	1000	610	12	\$19,030	Task Force Review
457-3-0012	Direct	False	1000	111	12	\$70,000	Task Force Review
457-3-0013	Direct	True	2210	320	3	\$122,000	Task Force Review
457-3-0014	Direct	False	1000	736	12	\$54,035	Task Force Review
457-3-0015	Direct	False	2100	610	12	\$110,950	Task Force Review
457-3-0016	Direct	False	1000	736	9	\$16,800	Task Force Review
457-3-0017	Direct	False	2213	320	3	\$50,432	Task Force Review
457-3-0018	Direct	False	1000	111	4	\$25,750	Task Force Review
457-3-0019	Direct	True	1000	111	4	\$72,000	Task Force Review
457-3-0020	Direct	False	1000	320	12	\$18,600	Task Force Review
457-3-0021	Direct	False	2213	320	12	\$200,000	Task Force Review
457-3-0022	Direct	False	1000	113	3	\$60,000	Task Force Review
457-3-0023	Direct	False	1000	610	12	\$180,000	Task Force Review
457-3-0024	Direct	False	1000	320	12	\$60,000	Task Force Review
457-3-0025	Direct	False	2200	113	2	\$49,000	Task Force Review
457-3-0026	Direct	False	2131	113	2	\$49,000	Task Force Review
457-3-0027	Direct	False	2134	121	15	\$80,000	Task Force Review
457-3-0028	Direct	False	2134	111	2	\$62,000	Task Force Review
457-3-0029	Direct	False	2410	111	2	\$60,000	Task Force Review
457-3-0030	Direct	False	2590	121	16	\$26,000	Task Force Review

457-3-0031	Direct	False	2410	111	12	\$79,500	Task Force Review
457-3-0032	Direct	False	2122	111	10	\$315,000	Task Force Review
457-3-0033	Direct	False	1000	735	3	\$25,000	Task Force Review
457-3-0034	Direct	False	2322	735	3	\$18,860	Task Force Review
457-3-0035	Direct	False	1000	111	15	\$1,894,748	Task Force Review

## Line Item Details

Line Item ID: 457-3-0001

**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**

District Wide Intervention Paras

**Account Number**

118 E 1000 07 0000 001 80 121

**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**

The addition of one classified support person per building 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. The requested allocation will pay for a total of 15 Paras in our buildings that will focus on identified at-risk students to help close the achievement gap. This allocation also covers benefits such as social security, health insurance and annuity.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$408,500

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$408,500

**Status**

Task Force Review

Line Item ID: 457-3-0002

**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**

After School Program

**Account Number**

118 E 1000 07 0000 001 06 111

**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**

Offering an after school program for ECH-6th grade 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 students social emotional development also impacted by Covid. This funding also helps the district offer a robust summer school. Expected staff of certified teachers and classified paras as a total is approximately 80 employees. This request also covers the expense of benefits - Social Security, Health Insurance and Annuity. During the school year, the staff can be expected to work approximately 2 hours daily. During the Summer the work days will range from 4-8 hours.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$855,900
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$855,900</u>

**Status**

Task Force Review

Line Item ID: 457-3-0003

**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**

TOSA Stipends

**Account Number**

118 E 1000 08 0000 001 55 111

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**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 providing a \$6000 stipend to our 7 TOSAs in the school district to compensate them for the additional administrative duties they are providing in their prospective schools. TOSAs are teachers on special assignment and essentially function in their buildings as an associate principal. The positions provide additional support to teachers and staff for a variety of needs, this allows teachers to be more successful in the classrooms and complete evaluation process with teachers to provide support in engaging and rigorous instructional practices that ultimately increase student achievement. We have seen a significant decline in student achievement and an increase in behavioral issues with students associated with covid. These positions allow for administrative support in our buildings that ultimately allows that building to address these issues in a quicker, comprehensive manner.

<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>	\$0
<b>Total Expenditures</b>	<u>\$42,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0004



**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**

Virtual Program

**Account Number**

118 E 1000 08 0000 001 77 111

**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 current 9-12 virtual school will be expanded to support middle school students in grades 7-8. This expansion will be open to all students with services available for ESL and special education and is needed to address increased demand for virtual school due to the Covid pandemic. These funds will be utilized to fund two additional teachers to help support the increasing numbers of virtual students in 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>	\$226,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$226,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0005

**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**

ECH Asst Principal

**Account Number**

118 E 1000 21 0000 001 01 111

**Function Code**

2410 - Office of the Principal 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**

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.

<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>	\$0
<b>Total Expenditures</b>	<u>\$45,000</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**

Middle School Counselor

**Account Number**

118 E 2122 08 0000 001 00 111

**Function Code**

2122 - Counseling Services

**Object Code**

320 - Professional-Education 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**

Due to Covid 19, we have seen an increase in students who are suicidal, stressed, or dealing with trauma. This additional position 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.

<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>	\$0
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0007

**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**

DreamBox

**Account Number**

118 E 1000 21 0000 002 04 610

**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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$75,789
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$75,789</u>

**Status**

Task Force Review

Line Item ID: 457-3-0008

**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**

9th Grade TOSA

**Account Number**

118 E 1000 09 0000 001 01 111

**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**

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.

<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>	\$80,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$80,000</u>
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**Status**

Task Force Review

Line Item ID: 457-3-0009

**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**

Addt. ECH Classroom

**Account Number**

118 E 1000 21 0000 001 01 111

**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**

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.

<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>	\$0
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0010

**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**

Library Books

**Account Number**

118 E 2222 06 7176 176 00 641

**Function Code**

2222 - School Library Services

**Object Code**

641 - Books

**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 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$39,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$39,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0011

**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**

Wilson Reading

**Account Number**

118 E 1000 01 0000 008 18 610

**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**

The Wilson Reading Program is a comprehensive intensive (Tier 3) for students in grades 2 and higher with significant reading and writing challenges. It is a teacher and student-friendly program that incorporates the critical principles of teaching, reading and writing that have been identified by reading research and informed by clinical and classroom instruction. The price of this program includes the purchase of the platform for 5 of our elementary schools and also pays for the professional development for the staff that will be utilizing Wilson Reading. This program will help close the achievement gap due to the academic loss during the covid years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$19,030
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$19,030</u>

**Status**

Task Force Review

Line Item ID: 457-3-0012



**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**

GC Achieve Addt. Teacher

**Account Number**

118 E 1000 01 0000 001 01 111

**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**

We would like to open an additional Math or ELA classroom at our alternative education center. This will allow a larger number of at-risk students attend. We have seen a rise in demand for alternative education needs during the covid years and this will allow our district to meet student needs. If these students don't have the opportunity for alternative education, they will drop out of our regular education track. TASN's recommendation for graduation rate is to increase the freshman numbers, thus allowing students who are in our building longer to have a greater chance at graduating.

<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>	\$0
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0013

**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**

Acceleration Team

**Account Number**

118 E 2210 03 7176 176 00 111

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

320 - Professional-Education 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**

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. These staff members will focus on the identified at risk populations at their schools and design interventions to specifically target populations that have been disproportionately impacted by 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>	\$122,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$122,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0014

**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**

Wifi on Buses

**Account Number**

118 E 1000 17 0000 002 02 736

**Function Code**

1000 - Instruction

**Object Code**

736 - Computers and Related Equipment (Including Software if bought as a package)

**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 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$54,035
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$54,035</u>

**Status**

Task Force Review

Line Item ID: 457-3-0015

**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**

Life - Parent Engagement

**Account Number**

118 E 2100 07 7126 126 01 610

**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**

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. The families that will be invited to attend these events are families that have been identified using SAEBERS at risk data, these were through screenings and also by counselor referral of at risk students that were disproportionately impacted by covid-19. This funding will cover the expense for compensating staff to run the program at our K-6 schools - approximately 5 staff. Part of the funds are to offer a meal for the families as this has been identified to be a barrier, part for supplies such as books, parenting materials, printing of outreach/educational materials and recognition materials for the families.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$110,950
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$110,950</u>

**Status**

Task Force Review

Line Item ID: 457-3-0016

**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**

Headphones

**Account Number**

118 E 1000 07 0000 02 11 736

**Function Code**

1000 - Instruction

**Object Code**

736 - Computers and Related Equipment (Including Software if bought as a package)

**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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,800</u>

**Status**

Task Force Review

Line Item ID: 457-3-0017

**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**

Leader in Me - PLY &amp; ACH

**Account Number**

118 E 2213 02 7140 140 01 320

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

320 - Professional-Education 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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,432
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$50,432</u>

**Status**

Task Force Review

Line Item ID: 457-3-0018

**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**

GE ASQ Event

**Account Number**

118 E 1000 01 7176 176 07 111

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time 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 will organize an ASQ Event where teachers and support staff will be present to help parents fill out the questionnaires, make sure all parts are finished successfully, and then conference with them about the results. The event would include developmentally appropriate incentives, language support (translators as well as access to Propio), and time with a certified teacher to ask questions that a family might have. We would also like to invite other community stakeholders to have information about early development (doctor's offices, RCDC, PAT, Fi Co. Public Library, Health Department, etc) available to families. This event allows our ECH staff to recruit students and families to our center and creates outreach to our underserved population who have been more negatively impacted by covid-19 in our community. This event will allow these families to receive resources that they may not know are available and allows our school district to increase our number of students so they are kindergarten ready. This would pay for approximately 80 staff members for a 1-2 day event. We are planning a Fri/Sat to target this at risk population.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,750</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**

ESL Coach

**Account Number**

118 E 1000 01 0000 008 11 111

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time 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 are wanting to create a new position for an ESL Coach to help meet the needs of our population. We have approximately 7000 students, of those 80% are minority, 59% are ESL and over 39 languages are spoken by our students. FastBridge Data for our ELA assessments indicate that 70% of our ESL students are below grade level compared to the 40% of our Non-ESL students. We have continued to see this gap increase through the covid years. This position would ensure our ESL programs are being supported district wide. This position would follow the Jim Knight training model. This position will partner with our ESL teacher to analyze current academic achievement, set goals, identify & explain teaching strategies to meet the goals, and ultimately provide support until those goals are met. This position will work on closing the gap between the ESL and Non-ESL kids exacerbated by 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>	\$72,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$72,000</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**

Parent Engagement GW &amp; ES

**Account Number**

118 E 1000 09 0000 008 03 320

**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**

This request is to have ongoing parent engagement events provided by TASNn to support the following areas of need: chronic absenteeism, language development, inclusion/diversity, equity, growth mindset, trauma toxic stress, foundational supports in reading, SEL and math. We have seen greater needs in all of these areas during the covid-19 years. This program will allow 3 of our schools to pilot the program to address the needs in their schools and continue to measure and respond accordingly. Staff will also have the opportunity to participate in a book study - "Beyond the Bake Sale" to grow professionally and support increasing parent engagement. This funding will provide 2 workshops provided by TASN/Jane Groff. The first session on Jan 28th is for staff and the 2nd session is for parents and staff together. The schools will individually pay for additional engagement events based off of this training and this will be paid from district funds. These events will be targeted specifically toward identified at risk populations that are struggling with chronic absenteeism, language development, inclusion/diversity, equity, growth mindset, trauma toxic stress, foundational supports in reading, SEL and math. These are populations that were disproportionately impacted by 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>	\$18,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18,600</u>

**Status**

Task Force Review

Line Item ID: 457-3-0021

**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**

Leading and Coaching Acceleration Learning

**Account Number**

118 E 1000 01 0000 002 01 320

**Function Code**

2213 - Instructional Staff Training Services

**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**

In February 2022, our screener indicated that only 50% of our students are at or above benchmark in Reading and Math. This program is for our instructional leaders to provide direct feedback and observation that allows our core teachers to increase access and equity to students in tier 1 instruction in reading and math. Our instructional coaches and principals will receive training in an intense coaching cycle that focuses on acceleration learning in the classroom that is aligned to the four key resources. Instructional leaders will observe classrooms and give small, actionable feedback that can be implemented the next class period. This is based in research to develop teachers capacity to implement change. A local consultant from The New Teacher Project will work with district leaders, building principals, and instructional coaches monthly to support teachers in increasing students success by utilizing high expectations, deep engagement, strong instruction, and grade-appropriate assignments. This training will ensure Garden City Public Schools builds the sustainability to ensure student success for years to come.

<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>	\$0
<b>Total Expenditures</b>	<u>\$200,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0022

**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**

Ind. Building Proposals (IBEP) - Salary

**Account Number**

118 E 1000 15 7176 176 01 113

**Function Code**

1000 - Instruction

**Object Code**

113 - Part-Time Certified Salaries

**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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0023

**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**

Ind. Building Proposals (IBEP) - Supplies

**Account Number**

118 E 1000 15 7176 176 01 610

**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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$180,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$180,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0024

**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**Ind. Building Proposals (IBEP) - Prof.  
Development**Account Number**

118 E 1000 15 7176 176 01 582

**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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0025

**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**

0.5 HR Coordinator

**Account Number**

118 E 2200 01 0000 001 01 113

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

113 - Part-Time 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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$49,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$49,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0026

**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**

0.5 Health Service Director

**Account Number**

118 E 2131 00 0000 000 01 113

**Function Code**

2131 - Supervision of Health Services

**Object Code**

113 - Part-Time 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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$49,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$49,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0027

**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**

Health paraprofessionals

**Account Number**

118 E 2134 12 0000 001 02 121

**Function Code**

2134 - Nursing 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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$80,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$80,000</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**

Health - Nurse

**Account Number**

118 E 2134 12 0000 001 03 121

**Function Code**

2134 - Nursing Services

**Object Code**

111 - Full-Time 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**

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.

<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>	\$62,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$62,000</u>
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**Status**

Task Force Review

Line Item ID: 457-3-0029

**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**

Instruction &amp; Assessment Facilitator

**Account Number**

118 E 2410 11 0000 001 01 111

**Function Code**

2410 - Office of the Principal Services

**Object Code**

111 - Full-Time 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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0030

**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**

Wellness Facilitator

**Account Number**

118 E 2575 01 0000 001 34 121

**Function Code**

2590 - Central Services

**Object Code**

121 - Full-Time 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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$26,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$26,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0031

**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**

TOSA - SI/ST

**Account Number**

118 E 2410 01 0000 001 01 111

**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**

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.

<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**

Task Force Review

Line Item ID: 457-3-0032

**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**

Counselors/Social Workers

**Account Number**

118 E 2113 11 0000 001 01 111

**Function Code**

2122 - Counseling Services

**Object Code**

111 - Full-Time 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**

These 4 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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$315,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$315,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0033

**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**

Zoom

**Account Number**

118 E 2322 17 0000 002 05 735

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related 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**

This request is to fund the purchase and continued use of Zoom for our School district. The Implementation of this program was a tool for our staff to communicate and collaborate with stakeholders. Over the last year we had over 9000 meetings in which over 70,000 people participated. These meetings included board meetings, leadership meeting, cabinet, KESA, teachers used it for communication with students & Families, professional development and IEP meetings. The renewal of this allows for the flexibility for our stakeholders to continue to meet when meeting in person is not available. We have seen a drastic increase for virtual meetings in the covid years and expect that this will continue to be in demand.

<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>	\$0
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Task Force Review

Line Item ID: 457-3-0034

**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**

Remind

**Account Number**

118 E 2322 17 0000 002 03 735

**Function Code**

2322 - Community Relations Services

**Object Code**

735 - Technology -Related 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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$18,860
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18,860</u>

**Status**

Task Force Review

Line Item ID: 457-3-0035

**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**

Premium Pay

**Account Number**

118 E 1000 21 0000 001 88 111

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time 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**

We are requesting these funds to compensate our staff for the additional duties and risks due to COVID-19. Our staff have been instrumental in our navigation during these unprecedented times and we would like to recognize and award them for their commitment to our students and district. Certified staff will receive \$1900 if they worked the last school year with us. New Certified staff will receive \$1000. Classified staff will receive \$900. Administrative staff will receive \$1800.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,894,748
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,894,748

**Status**

Task Force Review

## 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	206	Remington-Whitewater	456	39%	\$ 236,899	\$ 141,346	60%	\$ 236,899	\$ 236,899	\$ 95,553	100%	\$ 520
2	268	Cheney	765	26%	\$ 229,700	\$ 208,280	91%	\$ 229,700	\$ 229,700	\$ 21,420	100%	\$ 300
3	382	Pratt	1,103	47%	\$ 785,949	\$ 785,949	100%	\$ 785,949	\$ 785,949	\$ -	100%	\$ 713
4	399	Paradise	100	64%	\$ 144,332	\$ 111,591	77%	\$ 144,332	\$ 144,332	\$ 32,741	100%	\$ 1,443
5	403	Otis-Bison	214	37%	\$ 226,663	\$ 212,663	94%	\$ 226,663	\$ 226,663	\$ 14,000	100%	\$ 1,059
6	443	Dodge City	6,772	80%	\$ 4,566,781	\$ 4,566,781	100%	\$ 4,566,781	\$ 4,566,781	\$ -	100%	\$ 674
7	453	Leavenworth	3,307	51%	\$ 4,544,307	\$ 4,544,307	100%	\$ 4,544,307	\$ 4,544,307	\$ -	100%	\$ 1,374
<b>Total</b>			<b>12,717</b>	<b>63%</b>	<b>\$ 10,734,631</b>	<b>\$ 10,570,918</b>	<b>98%</b>	<b>10,734,631</b>	<b>\$ 10,734,631</b>	<b>\$ 163,713</b>	<b>100%</b>	<b>\$ 844</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.



# ESSER III APPLICATION FOR D0256

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>
Marmaton Valley	128 West Oak Street, Moran, KS 66755	128 West Oak Street, Moran, KS 66755
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Kim Ensminger	ensminger@usd256.net	(620) 237-4250

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Sherry Henry	Board Clerk	sherry@usd256.net	(620) 237-4250

## 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.marmatonvalley.org/browse/227088>

## 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?**

ESSER I and ESSER II funds were used to purchase disinfectant, Bio Protectant, and food grade disinfectant that could be utilized in our kitchen and lunchroom. Additional application equipment had to be purchased to ensure proper application of these disinfectants as well as other equipment for deep cleaning purposes. Funds were also used to hire extra employees as well as pay employees for the extra duties they performed due to COVID. ESSER III funds will be used primarily to address learning loss due 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

On March 29, 2022, the superintendent of schools met with the High School Student Council and first explained ESSER III. The students understood that the funds had to be utilized to address needs that were caused by COVID. They took the discussion seriously and voiced concerns they had. One concern that a majority of the students were concerned about was their math abilities. This is a legitimate concern since the data shows math being our lowest scores on Junior ACT scores with the 2022 score being an 18. Another concern some students mentioned is reading capabilities. Some of the students admitted they need to read material several times before they understand what they have read; however, additional supports could be provided by the district to help support our students mitigate the impact of learning loss caused by the COVID-19 pandemic. As such, our ESSER plan takes these comments into consideration and are addressed in our plan.

## **Families**

The district conducted a community meeting August 18, 2021 that coincided with our Open House. Initial discussion from a small group of community members (parents and patrons) that attended the meeting lead to the development of a survey that was sent to email addresses of all families in the district. Ninety-three individuals responded to this survey. Seventy-one percent of the respondents supported additional the acquisition of instructional materials; sixty-four percent supported additional personnel to help with academic intervention; fifty-eight percent supported after school tutoring programs; fifty-one percent supported offering summer school; and fifty-two percent supported behavioral support and intervention. Given the response rate and the feedback and input they provide, our plan reflects this feedback.

## **School and District Administrators including Special Education Administration**

All administration (2 people) worked together to develop the ESSER III plan. We have taken our time to look closely at survey data, academic data, and behavioral data to identify our areas of need. We see a trend for the need of literacy intervention, especially among our younger grades and a need for math intervention throughout the district. In visiting with and consulting with the outgoing director and incoming director of our local special education cooperative, each felt addressing these areas within the district would benefit identified students as well.

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

All employees of Marmaton Valley had the opportunity to have input into the development of the plan to utilize ESSER funds. The superintendent not only had a discussion with the employees in a district meeting, but also had the opportunity to complete a survey and submit an email to submit additional ideas that were not covered within the survey. Beyond additional staff and social-emotional support, remodeling suggestions, window replacement, and HVAC upgrades were mentioned by staff as important considerations for overall health, safety, and well-being. A plan was then developed by school and teacher leadership. A final plan was presented to the school board on April 11, 2022. All were in agreement to have some funds remaining in ESSER III to address future academic, social-emotional, and facility needs based on data collection in the 2022-2023 school year.

## **Tribes**

After an extensive review of local resources, there are no tribes located within the Marmaton Valley School District. However, two students in the district identified with a tribe. The families of students who have demographic information that indicates being Native American have been contacted directly and consulted. These parents did indicate to us that they completed the on-line parent survey. In fact, one of the parents is a school board member. The opinion of these parents in our face-to-face conversation is for the school to pursue the acquisition of additional staff to address learning loss and the academic needs of all children. They specifically expressed support for addressing math and reading skill deficiencies caused by learning loss due to the COVID-19 pandemic.

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

We are a small rural school with an enrollment of 272 students. While we have no civil rights organizations or disability rights organizations within the school district, we directly consulted with and received some input from a few Civil Rights Organizations. We reached out to the Kansas Human Rights Commission and the Kansas Action for Children organization. We shared our plans for use of ESSER III funds and requested input during this consultation. We received responses from both organizations. Ruth Glover of the Kansas Human Rights Commission stated that this organization has not established guidance regarding ESSER III funding. John Wilson of KAC liked the proposed use of funds and also mentioned retention pay for teachers and staff. Given this feedback, our plan reflects these considerations from this consultation.

### **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 are a small rural school with an enrollment of 272 students. We have thoroughly examined our demographics in consultation with our student information system and our staff in order to contact parents of those students who are in foster care, homeless, or migrant students. To date, we have no students in these categories. Given our efforts to reach out to the Kansas Human Rights Commission and the Kansas Action for Children organization, we believe the feedback we received from them would benefit students should any arrive to us who qualify for services under one or more of these categories. Regarding children with disabilities, we currently serve 47 students and we contacted parents directly for their feedback and input, both through the survey and by phone calls. Their feedback emphasized the use of ESSER funds to focus on mitigating learning loss due the COVID-19 pandemic in the areas of reading, math, and social-emotional skills.

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

The district conducted a community meeting August 18, 2021 that coincided with our Open House. Initial discussion from a small group of community members (parents and patrons) that attended the meeting led to the development of a survey that was sent to email addresses of families in the district. Ninety-three individuals responded to this survey. Seventy-one percent of the respondents supported additional instructional materials; sixty-four percent supported additional personnel to help with academic intervention; fifty-eight percent supported after school tutoring programs; fifty-one percent supported offering summer school; and fifty-two percent supported behavioral support and intervention. Additionally, school families and the public have had the option and opportunity to let us know their thoughts during other community events throughout the school year, such as parent-teacher conferences and through open communication lines through phone and email.

### **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-19 has impacted our students district wide academically, mentally, and socially. Our fall MAP testing revealed that our students still suffer due to the COVID despite students being in session almost all year in 2020-2021. Our winter 2021 testing session showed we had made gains, but 38% of our student in the elementary and 47% of our students in grades 6-12 scored below grade level in at least one subject area. We test reading, ELA, and math.

Our school has been open all year this academic year and we know students are being affected emotionally by COVID. We are fortunate to have an in-house counseling service for students. The number of families seeking services for their children has increased by 32% in our district. The first half of this academic year, multiple students had to quarantine more than one time causing the students to miss both academic and extracurricular opportunities. This had an emotional toll on many of our high school students who are used to being extremely involved in school activities. We have an increase in our chronic absentee rate particularly in the 6-12. Normally, we deal with 2 to 3

students. This year we are dealing with 7 students. Unfortunately, we have seniors who have dropped out of school despite our best efforts to encourage them to finish their senior year.

Staffing has been a problem all year. More so than last year. We have unfilled custodial positions, bus driver positions, and para positions. Additionally, our special education program is understaffed in both buildings. The effects of the COVID-19 pandemic has made people hesitate to work especially in school environments.

**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 use the ESSER III funds in several different evidence-based interventions to address learning loss. First, our students are struggling with literacy. Our younger students have gaps in phonemic awareness and the data shows all of our students are struggling with comprehension. Evidence suggests (<https://files.eric.ed.gov/fulltext/ED530356.pdf>) that the use of a Literacy Coach will help our district address these issues for the benefit of student learning and achievement. Secondly, our grades 4-9 are struggling with math skills. Evidence suggests (<https://eric.ed.gov/?id=ED560695>) that the addition of a math specialist to provide remediation for these students would provide benefits. Students in middle school and high school would be assigned to this teacher by semester for data driven remediation to mitigate the impact of learning loss caused by the COVID-19 pandemic. Additionally, grades 4 and 5 students will work with this teacher in a small group setting for Tier III intervention. Thirdly, we want to hire an additional second grade teacher to reduce the size of the 2022-2023 class. These students wore a mask their entire kindergarten year impacting their phonics skills. Many of these students are struggling in 1st grade with phonics specifically long vowels, vowel teams, digraphs and trigraphs. Additionally, some of these students struggle with phonemic awareness. Reducing the class size will allow for the teacher to work more closely with students on these critical reading skills. A fourth strategy that we are implementing is providing a four-week summer school for elementary students in need of additional support. Evidence suggests (<https://www.jstor.org/stable/3181549>) that summer programming benefits students when groups are organized in small groups and the instruction is targeted. Lastly, a final intervention will be providing after school help/tutoring for students throughout the district. Evidence suggests ([https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4303\\_8](https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4303_8)) that this intervention will benefit students.

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

We are having difficulty with retention of employees due to the pandemic. One use of the remaining funds will be pay for teacher and staff retention. We wish to wait and see the impact that our plans have before we make a final decision on the use of 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.**

We will continue to monitor our sources of data including MAP, Lexia, Star Reading, Star Math, State Interim Scores, IXL diagnostics, and Dibels throughout the 2022-2023 school year. We want to use this data to determine the impact that our investment of hiring a district wide literacy coach, a middle school remedial math specialist, and a second teacher for second grade have on academic performance. We know this will take time, but our hope is to see academic growth specifically in math skills and comprehension. Social-emotional gains will be monitored closely. Indicators monitored will be absenteeism, counselor referrals, grades, and involvement in school activities. We anticipate seeing improvement in these areas. We hope to return to having "family time" in our elementary school that was suspended due to the COVID-19 pandemic. Families are made up of students from grades K-5. Character Education topics will be part of the discussions that occur during family time. Students grades 6-12 will participate in small groups that meet weekly to discuss character education topics. Our curriculum is Character Strong which was purchased using ESSER II funds.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$494,624	\$0	\$494,624	ESSER III Allocations	\$98,925
Approved Total	\$430,942	\$0	\$430,942	Approved Total	\$393,442
Amount Left	\$63,682	\$0	\$63,682	Amount Still Needed	\$0
In Review Total	\$4,000	\$0	\$4,000	In Review Total	\$0
Amount Left	\$59,682	\$0	\$59,682	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
256-3-0013	Direct	False	1000	111	11B	\$4,000	Task Force Review
256-3-0001	Direct	True	1000	111	11A	\$21,600	Approved
256-3-0002	Direct	True	2720	122	11A	\$10,500	Approved
256-3-0003	Direct	False	2720	626	11A	\$7,500	Approved
256-3-0004	Direct	True	1000	800	11A	\$6,000	Approved
256-3-0005	Direct	True	1000	111	12	\$196,484	Approved
256-3-0006	Direct	True	1000	290	12	\$67,158	Approved
256-3-0007	Direct	True	1000	120	12	\$30,200	Approved
256-3-0008	Direct	True	1000	220	12	\$12,500	Approved
256-3-0009	Direct	True	1000	300	12	\$49,000	Approved
256-3-0010	Direct	False	1000	111	12	\$16,000	Approved
256-3-0011	Direct	False	1000	120	12	\$9,000	Approved
256-3-0012	Direct	False	1000	220	12	\$5,000	Approved

## Line Item Details

Line Item ID: 256-3-0013

**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 Teacher Salaries

**Account Number**

23261

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time 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**

Teachers working with student after school to address learning loss due to COVID-19. Eight teachers working at \$40.00/hr. Teachers will be paid at the end of each semester. This is a "NEW" line item.

<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>	\$2,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
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<b>Total Expenditures</b>	<u>\$4,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 256-3-0001

**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 SS Teacher Salaries

**Account Number**

23264

**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**

Due to the effects and impact of the COVID-19 pandemic, teachers will be hired for summer school to address significant learning loss among elementary 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>	\$7,200
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<b>Budgeted Expenditures in SFY 2024</b>	\$14,400
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<b>Total Expenditures</b>	<u>\$21,600</u>
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**Status**

Approved

Line Item ID: 256-3-0002

**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 Bus Dr Salaries

**Account Number**

23265

**Function Code**

2720 - Monitoring Services

**Object Code**

122 - Part-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**

Due to the effects and impact of the COVID-19 pandemic, bus drivers will be hired to transport students to and from summer school to mitigate 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>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$10,500</u>

**Status**

Approved

Line Item ID: 256-3-0003

**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 Fuel

**Account Number**

23266

**Function Code**

2720 - Monitoring 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**

Estimated fuel costs for summer school to mitigate learning loss due to the 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>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Approved

Line Item ID: 256-3-0004



**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 Summer School Misc

**Account Number**

23267

**Function Code**

1000 - Instruction

**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**

Cost for snacks for students attending summer school to mitigate learning loss due to COVID-19 (40% of budget) , additional materials to mitigate learning loss due to COVID-19 (20% of budget) and field trip expenses to mitigate learning loss due to the COVID-19 pandemic (40%) for each SFY.

<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>	\$4,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/26/22 Please itemize these three items.

Line Item ID: 256-3-0005

**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 Teacher Salaries

**Account Number**

23261

**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**

Due to the effects and impact of the COVID-19 pandemic, two teachers will be hired to address learning loss. A math specialist will be hired for remediation of students in grades 4-10. An additional second grade teacher will be hired to address a significant loss in literacy skills.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$96,342
<b>Budgeted Expenditures in SFY 2024</b>	\$100,142
<b>Total Expenditures</b>	<u>\$196,484</u>

**Status**

Approved

Line Item ID: 256-3-0006

**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 Health Fringe

**Account Number**

23263

**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**

Health insurance expense for additional teachers to mitigate learning loss due to the COVID-19 pandemic.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$31,500

**Budgeted Expenditures in SFY 2024** \$35,658

**Total Expenditures** \$67,158

**Status**

Approved

Line Item ID: 256-3-0007

**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 Para Salaries

**Account Number**

23260

**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**

Due to the effects and impact of the COVID-19 pandemic, a paraeducator will be hired to assist in the 2nd grade classrooms to mitigate learning loss.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$15,000

**Budgeted Expenditures in SFY 2024** \$15,200

**Total Expenditures** \$30,200

**Status**

Approved

Line Item ID: 256-3-0008

**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 Social Security

**Account Number**

23268

**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 expense of additional employees to mitigate learning loss due to the COVID-19 pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,600**Budgeted Expenditures in SFY 2024** \$6,900**Total Expenditures** \$12,500**Status**

Approved

Line Item ID: 256-3-0009

**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 Iliteracy Coach

**Account Number**

23269

**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**

Due to the effects and impact of the COVID-19 pandemic, a literacy coach will be hired through Greenbush to help the district address learning loss, specifically with literacy and comprehension deficits.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$32,500**Budgeted Expenditures in SFY 2024** \$16,500**Total Expenditures** \$49,000**Status**

Approved

Line Item ID: 256-3-0010

**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**

ESSE Teacher Retention

**Account Number**

23261

**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**

Retention pay will be provided as compensation for their efforts to mitigate learning loss and maintain healthy learning environments due to the COVID-19 pandemic. We will pay 32 individuals \$500.00 on August 15, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
--	----------

<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$16,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

4/26/22 Please provide the following information. 1. How many staff? 2. How much per staff? 3. Anticipated payment date

Line Item ID: 256-3-0011

**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**

ESSER Classified Retention

**Account Number**

23260

**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**

Retention pay will be provided as compensation for their efforts to mitigate learning loss and maintain healthy learning environments due to the COVID-19 pandemic. We will pay 20 full time individuals \$400.00 and 5 part-time individuals \$200.00 on August 15, 2022

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$9,000**Status**

Approved

**Line Item Comment from KSDE**

4/26/22 Please provide the following information. 1. How many staff? 2. How much per staff? 3. Anticipated payment date

Line Item ID: 256-3-0012

**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 Retention S.S.

**Account Number**

23268

**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 expense for those receiving retention pay and their efforts to mitigate learning loss due to the COVID-19 pandemic.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,000**Status**

Approved



# ESSER III APPLICATION FOR D0314

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>
Brewster	127 Kansas Avenue, Brewster, KS 677320220	PO Box 220, Brewster, KS 677320220
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Shelly Angelos	shelly.angelos@usd314.com	(785) 694-2236

## 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>
Shelly Angelos	Superintendent	shelly.angelos@usd314.com	(785) 694-2236
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Tarra Baumfalk		tarra.baumfalk@usd314.com	
<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.

<http://usd314.weebly.com/>

## 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 III funds will be used to 1. Purchase HVAC mini-split units to improve indoor air quality and temperature in 6 classrooms for a Safe Learning Environment, and 2. Hire a part-time At-Risk teacher and part-time At-Risk teacher assistant for academically and behaviorally challenged students for Learning Recovery, and 3. Premium pay for Teacher and staff retention to maintain educators in a small rural Kansas district for Learning Recovery. NOTE that the responses collected from our survey indicate priority findings are 1) Teacher Retention as the top priority, 2) Additional personnel for student academic support as the second priority, and 3) Facility upgrades that support student health needs came in as the third priority. Please reference the link for survey details: [https://docs.google.com/forms/d/1HxDmDL\\_d7x-UTdv5n7Zm74bvhVH16Z\\_No\\_di8SGpIDY/prefill](https://docs.google.com/forms/d/1HxDmDL_d7x-UTdv5n7Zm74bvhVH16Z_No_di8SGpIDY/prefill)

## 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**

Quarterly Face to Face discussions during 2021-2022 provided opportunities for JH/HS students to give input about school system needs and decisions. Brewster Junior High and High School Students had the opportunity to provide input for developing the initial ESSER III plan. Students were provided a survey to document their perspectives on how additional ESSER funds could be used for Brewster school, within the allowable ESSER III fund guidelines. The ESSER III plan draft was shared for students to provide feedback.

### **Families**

Twice a year parents/guardians are given the opportunity Face to Face to provide input regarding our school system through a needs assessment.

Brewster School families had the opportunity to provide input for developing the ESSER III plan. Parents and community members were provided a survey to document their perspectives on how additional ESSER funds could be used for Brewster school, within the allowable ESSER III fund guidelines. Multiple attempts were made to outreach parents and community members in an effort to solicit resource priorities. Board meetings are open for our public to provide monthly perspective, input, and feedback. The ESSER III plan draft was shared for parents/guardians to provide feedback.

### **School and District Administrators including Special Education Administration**

There is only one school administrator in the small Brewster School District. This principal/superintendent developed the surveys for various stakeholders to provide feedback for ESSER III spending. The district administrator prepared recommendations for ESSER III plans for the Board of Education. Special Education Administrators who provide services to the school district through the Oakley Service Center were provided the opportunity to give input into the ESSER III spending plan. The ESSER III plan draft was shared for administrative feedback.

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

Monthly, educators are given the opportunity Face to Face to provide input regarding our school system through faculty meetings. Weekly, educators assess students' needs and adjust accommodations and interventions accordingly. All certified and classified staff were given the opportunity to provide input for developing the ESSER III plan. All staff members were provided a survey to document their perspectives on how additional ESSER funds could be used for Brewster school, within the allowable ESSER III fund guidelines. Multiple attempts were made in outreach to staff to solicit opinions. The ESSER III plan draft was shared for parents/guardians to provide feedback.

### **Tribes**

Tribes are currently NOT present in our school or community as a subgroup. n/a

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

The district reached out to the Kansas Human Rights Commission and the Disability Rights Center of Kansas. These two external Civil Rights organizations were provided a survey to document how ESSER III funds should best be used in the Brewster school system, within the designated parameters. In addition, our district has a designated Board member who participates monthly in cooperation with the Oakley Service Center that provides disability services to our district. Disability needs are determined with input from the area district. Service center personnel were provided a survey to document their perspectives on how additional ESSER III funds could be used for Brewster school, within the allowable ESSER III fund guidelines. The ESSER III plan draft was shared with representatives for disability services feedback. The district reached out for input from the Kansas Human Rights Commission and the Disability Rights Center of Kansas. These two organizations were provided a survey to document how ESSER III funds could best be used in the Brewster school system, within the designated parameters.

### **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**



The input was requested from legal entities who work with our district and provide services in the Northwest Kansas area. Legal entities were provided a survey to document their perspectives on how additional ESSER funds could be used for Brewster school, within the allowable ESSER III fund guidelines. The ESSER III plan draft was shared with legal entities and stakeholders representing the interests of children with disabilities to provide feedback. Brewster does not have identified English learners presently.

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

The general public of the small Brewster School System is well represented in the student, family, and community stakeholder ESSER III survey. Input was taken into account in the preparation for the 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.**

LEARNING LOSS: Impacts on our system include learning loss and meeting the unique needs of our students. Learning loss occurred when we were in remote learning mode and also when students and staff were out on various COVID quarantines. Evidence of learning loss (measured at the state level) shows up in some of our student's state assessment scores in the spring of 2022.

**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)**

LEARNING LOSS: We plan to use ESSER III funds for a part-time at-risk teacher and a part-time at-risk teacher assistant to provide supplemental support for identified at-risk students (some with behaviors) to impact academic progress. We also plan to use ESSER III funds as premium payment to help compensate and retain our workforce. This use of ESSER III funds will assist the district by helping to maintain the personnel necessary to implement the district's recent adoption and purchase of FastBridge to screen and progress monitor all K-12 students, particularly those with social-emotional concerns & academic deficiencies, in the areas of behavior, reading, and mathematics.

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

SAFE LEARNING ENVIRONMENT: The remaining ESSER III funds will be used to purchase HVAC mini-split units to improve indoor air quality in 6 classrooms, for improved filtering and temperature controls for a Safe Learning Environment.

**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.**

ACCOUNTABILITY: The district closely monitors the needs, setbacks, progress, and growth of all students. Behavioral and Academic Data is regularly updated and kept on file for students in a shared data warehouse. The impact of the ESSER III program funds will be tracked and reviewed each quarter. Evidence of ESSER III funds impacting the Brewster School System in positive ways will include, a. six classrooms with improved air quality and temperature controls, b. identified at-risk students provided additional intervention services/supports, and c. Staff retained and committed to the district in their work assignments. NOTE that the responses collected from our survey indicate priority findings are 1) Teacher Retention as the top priority, 2) Additional personnel for student academic support as the second priority, and 3) Facility upgrades that support student health needs came in as the third priority. The budget attached with this application will be followed and reported as regularly required. Please reference link for survey details: [https://docs.google.com/forms/d/1HxDmDL\\_d7x-UTdv5n7Zm74bvhVH16Z\\_No\\_di8SGpIDY/prefill](https://docs.google.com/forms/d/1HxDmDL_d7x-UTdv5n7Zm74bvhVH16Z_No_di8SGpIDY/prefill)

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$131,579	\$0	\$131,579	ESSER III Allocations	\$26,316
Approved Total	\$105,119	\$0	\$105,119	Approved Total	\$27,300
Amount Left	\$26,460	\$0	\$26,460	Amount Still Needed	\$0
In Review Total	\$26,460	\$0	\$26,460	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
314-3-0005	Direct	False	1000	700	14	\$26,460	Task Force Review
314-3-0001	Direct	False	1000	110	12	\$50,257	Approved
314-3-0002	Direct	False	1000	120	12	\$27,562	Approved
314-3-0003	Direct	True	1000	110	12	\$17,442	Approved
314-3-0004	Direct	True	1000	120	12	\$9,858	Approved

## Line Item Details

Line Item ID: 314-3-0005

<b><u>Allocation Type</u></b>	<b><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u></b>	
Direct Allocation	NO - this item is not marked for Learning Loss Set Aside Expenditure	
<b><u>Account Name</u></b>	<b><u>Account Number</u></b>	
Inst.-Property (Equip & Furnishings)	07-1000-700-00	
<b><u>Function Code</u></b>	<b><u>Object Code</u></b>	<b><u>Allowable Use</u></b>
1000 - Instruction	700 - PROPERTY	14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.
<b>Please describe the expenditures within the account and how they will address a COVID-19 need</b>		
HVAC room unites (6 total) for the purpose of improvement of indoor air quality & temperature control.		
<b>Budgeted Expenditures in SFY 2021</b>	\$0	
<b>Budgeted Expenditures in SFY 2022</b>	\$26,460	
<b>Budgeted Expenditures in SFY 2023</b>	\$0	
<b>Budgeted Expenditures in SFY 2024</b>	\$0	
<b>Total Expenditures</b>	\$26,460	<b><u>Status</u></b>
		Task Force Review
<b>Line Item Comment from KSDE</b>		
Allowable if meets CDC guidelines.		

Line Item ID: 314-3-0001

**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**

Inst.-Certified Salaries

**Account Number**

07-1000-110-01

**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**

Premium pay for the purpose of staff retention impacting learning loss & academic recovery. There are a total of 20 certified staff that based off of their salary amount will receive 3.5% premium pay in FY2023 and again in FY2024. The pay dates will be December 2022, May 2023, December 2023 and May 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,564
<b>Budgeted Expenditures in SFY 2023</b>	\$25,129
<b>Budgeted Expenditures in SFY 2024</b>	\$12,564
<b>Total Expenditures</b>	<u>\$50,257</u>

**Status**

Approved

Line Item ID: 314-3-0002

**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**

Inst.-Non-Certified Salaries

**Account Number**

07-1000-120-00

**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**

Premium pay for the purpose of staff retention impacting learning loss & academic recovery. There are a total of 20 non-certified staff that based off of their salary amount will receive 3.5% premium pay in FY2023 and again in FY2024. The pay dates will be December 2022, May 2023, December 2023 and May 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,890
<b>Budgeted Expenditures in SFY 2023</b>	\$13,781
<b>Budgeted Expenditures in SFY 2024</b>	\$6,891
<b>Total Expenditures</b>	<u>\$27,562</u>

**Status**

Approved

Line Item ID: 314-3-0003

**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**

Inst.-Certified Salaries

**Account Number**

07-1000-110-00

**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**

At Risk part-time teacher for the purpose of learning loss &amp; academic recovery.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$8,721**Budgeted Expenditures in SFY 2023** \$8,721**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$17,442**Status**

Approved

Line Item ID: 314-3-0004

**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**

Inst.-Non-Certified Salaries

**Account Number**

07-1000-120-00

**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 part-time teacher aid for the purpose of learning loss &amp; academic recovery.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,929**Budgeted Expenditures in SFY 2023** \$4,929**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$9,858**Status**

Approved



# ESSER III APPLICATION FOR D0315

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>
Colby Public Schools	600 W Third St, Colby, KS 677012000	600 W Third St, Colby, KS 677012000
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Katina Brenn	kbrenn@colbyeagles.org	(785) 460-5000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Katina Brenn	Superintendent	kbrenn@colbyeagles.org	(785) 460-5000
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Shanna Long	slong@colbyeagles.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Jo DeYoung	jdeyoung@colbyeagles.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://www.colbyeagles.org/o/colby/page/coronavirus-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?

From the onset of this pandemic, Colby Public Schools, USD 315, has worked closely with the Thomas County Health Department, the county commission, the surrounding school districts in Thomas County, and the private schools in the county to communicate and coordinate pandemic statistics and mitigation efforts. From these meetings, USD 315 examines the data and sets the Pandemic Response Level for the district. Our Levels span from Tier One to Tier Four. (Tier One is "Awareness-New Standard" to Tier Four is "High Community Restrictions-Full Remote Learning.")

Along with working with other local entities throughout the pandemic, Colby Public Schools has dedicated considerable funds to address the situation so as to do all we are able to stay in school with in-person learning to the fullest extent possible. A hallmark of this plan has been the bringing on of additional professional staff members to work with the students in smaller student groupings, providing the resources necessary to support students, and implement the mitigation plan. This approach has allowed us to keep our students and staff members at CDC recommended distances, support student social emotional needs, and assist in closing the learning gap. This has proven to be effective.

The responses we take and implement are, once again, tied to our District Pandemic Learning Plan. When the numbers dictated, we moved to a more restrictive response so as to limit the spread of COVID. We believe that we have been highly successful with this approach.

## 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 principals of all of our attendance centers pulled together various groups of students to discuss the pandemic and the fact that we have ESSER III monies to utilize to help them with their academic experience and journey. Considering the different levels of sophistication found within the different ages of our students, the conversations were tailored to meet their development levels. We were pleased with the level of engagement demonstrated by our students as they took part in these conversations. We were also pleased with the divergent thinking expressed by some of our students who came up with viable ideas for helping them that we simply had not considered. Many of the ideas actually fit into the socio-emotional part of the world (which makes perfect sense), and are worth pursuing with other funding even if the ESSER III money cannot be used.

Along with the focus group approach we employed, in addition, all students grade 3-12 completed an online survey to provide input as to how to best address their needs with these funds. Survey results represented all student subgroups identified by our state accountability reports (All, Free and Reduced Lunch, Students with Disabilities, African American Students, and Hispanic Students). Once again, we were pleased with the level of maturity and depth of thinking that went into the responses we received. It was particularly rewarding that the efforts we have been engaged in throughout all of this (bringing on additional people to address learning loss and to prop up the students emotionally) were mentioned by the students time and again as a positive way to help support their needs.

### Families

We have worked closely with the families of our students throughout the Pandemic. Besides simply keeping them informed of the steps we have taken to ensure a safe and secure learning environment for our students and staff members, we also have very purposefully engaged with our people to help us in developing our ESSER support plan. Specifically, we conducted surveys and also had this topic of importance as a focus during our Building Site Council Meetings, our Parent Teacher Conferences and our District-Wide Site Council Summit meetings.

The feedback we continually received from the families of our students revolved around providing extended and enhanced learning opportunities for our students and for increased efforts in our SEL approach here in district. As for the learning opportunities, we expanded Summer School and also added personnel to work at all levels with specified supports within our MTSS program. We added in two student advocate positions, two at-risk monitor positions, and two School Social workers to work with students who might be struggling with their schoolwork or with their adjustment to the stressors of the day.

### School and District Administrators including Special Education Administration

As would be predicted, the work around the Pandemic has tremendously increased the workload and stress level of the administrators of the district. Many hours of hard work has taken place to ensure we have responded in a manner that set our people up for success, academically and health wise. The administrative team has weekly meetings to discuss how we may best meet the needs of our students, so we simply added into the mix the Pandemic's impact on everything, making sure to be forward leaning as we discussed possible approaches to provide for our people, students and staff alike. Along with these meetings, the Pandemic and the district's response to the Pandemic was a major part of the annual Leadership Retreat we took this last summer. Also, we made sure to complete the required Building Needs Assessments with the filter of meeting the needs of our people due to the Pandemic.

From all of this scrutiny, we decided the best way forward to meet the needs of our students was to invest in bringing on additional personnel to work with the students on their social emotion needs and academic deficiencies caused by the disruption to their learning.

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

So as to glean the best possible set of options for providing for our students, the administrative team very carefully involved our school staff in discussions about that very topic on multiple occasions. The topic of better serving our students was the repeated theme of monthly faculty meetings, the School Improvement Council, meetings with the Colby Association of Teachers, Building Leadership Team meetings, Department meetings, and Grade level meetings.

As was the case with the Administrative Team's thoughts, the staff came back to the importance of providing additional supports for our students both academically and with their SEL needs. Also, the feedback we consistently received and continue to receive is it is a boon to all to bring on additional staff members to work with students on their learning loss and to provide support for any emotional struggles the students may be facing. Along with this support, the staff also saw the benefit of continuing our Summer School Credit Recovery programming to target students at risk of not graduating after beginning it in June 2021.

### **Tribes**

Referring to our School Management System, we discovered that we had 23 students (18 families) identify themselves as Native American. This makes up 0.02% of the district's student population. Invitations were sent to these families to take part in a focus group to discuss ways for us to serve the needs of their students. While having a limited number of students and families identify as Native American, we were successful in receiving valuable feedback regarding serving their needs.

Specifically, we found that this populations feedback mirrored the overall input of needing to direct efforts sand resources towards mitigation efforts, academic supports, and social emotional supports.

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

We reached out to the local and regional organizations which includes LiveWell Northwest Kansas, Department of Children and Families, and The Developmental Services of Northwest Kansas with a survey seeking feedback regarding ideas to meet the needs of our students. LiveWell Northwest Kansas works to build a strong foundation for healthy children and families through parenting and early-childhood education. This organization provides support to many of the economically disadvantaged families within our community. The Developmental Services of Northwest Kansas serves and advocates for many families of individuals with disabilities. Feedback identified support for providing additional academic efforts, maintaining in person instruction whenever possible, providing increased social emotional services, and providing equipment and supplies needed for mitigation efforts.

### **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 met with district ELL, Migrant, Foster Care and Homeless employees, program representatives at Northwest Kansas Educational Service Center, program representatives at Greenbush, program representatives at Southwest Regional Service Center, Representatives from Options (local domestic and sexual violence shelter) parents, representatives from the local dairy and feedlot who represent our ELL, Migrant, Foster Care and Homeless students. We discussed how we might best leverage our ESSER III dollars to advantage these students. Through this conversation, it was clear the people have appreciated our efforts in meeting the learning loss of these students with additional staff. This was especially true in areas of ELA, math, and SEL needs of our students. The additional at-risk monitor positions, and School Social worker positions we brought to the district have made a real difference to the general wellbeing of the students, thus allowing them the foundation needed to flourish in the academic setting.

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

Throughout the Pandemic, we have engaged with our stakeholders to gain perspective on what they feel is needed to address the overall well-being of our students, academic and emotionally alike. From these ongoing conversations, student surveys, staff surveys, parent surveys, community surveys, meetings with community service organizations we developed our approach to enhance and expand our social emotional supports, academic supports, and mitigation resources.

Upon creating and implementing these strategies, we have very didactically worked to keep our people informed of our efforts and the successes and growth areas we have experienced. We did this through Site Council Meetings, during Parent Teacher Conferences, the District Site Council, and during the Board of Education meetings. During all of these venues, we hold open discussions about how our efforts are faring and then discuss how we might need to adjust things as we continue through all of this. These rich and robust conversations have led us to building strategies and approaches that have benefited our students and staff alike.

Two distinct themes presented themselves throughout the engagement efforts we put forth. First, the people of the district see the benefit and logic of expending ESSER III monies on efforts that directly impact the learning loss of the students. Also, the people definitely see the virtue of providing additional supports to our students in regards to the SEL needs. We will definitely build on our past successes within these two areas and move forward in a way that strives to meet the individual needs of each and every student in our school system.

### **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 Pandemic has certainly taken its toll on our student body. This showed up both academically and through the sheer volume of disciplinary referrals we have experienced since the onset of the COVID Era.

Using local screener data and state assessment data, our students' achievement and emotional risk factors have increased. During the 2019-2020 school year 10% of K-4 students 28% of grades 5-8 students, and 23% grades 9-12 students were identified as at-risk. During the 2020-2021 school year 24% of K-4 students 35% of grades 5-8 students, and 31% grades 9-12 students were identified as at-risk. During the 2021-2022 school year 33% of K-4 students 40% of grades 5-8 students, and 39% grades 9-12 students were identified as at-risk. The 2.5 student advocate positions we brought to the district have made a real difference in identifying the academic deficiencies of students all students in order to provide the supports needed to address learning loss.

Along with the ravages COVID has had on our students' academic success, there has been an increase in instances in disciplinary issues across the entire district and increased in absenteeism.

**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 dedicated to strengthening our strategies we have implemented to address the learning loss of our student body. One approach has a direct impact on learning while our second strategy addresses SEL needs of our students, thus providing them with the supports mentioned in "Maslow's Hierarchy of Needs" that must be present in order for a person to move up towards a state of "Self Actualization."

Academically, we will continue our efforts to offer Summer School Credit Recovery programming to target students at risk of not graduating. Prior to USD 315 did not provide an academic summer school program other than the required special education extended school year programming and migrant programming offered by our local service center. Additionally, we will purchase and implement a new screener program that will allow us pinpoint the academic deficiencies and social emotional needed of our students. This sets the students up for greater potential success.

As alluded to earlier, we are also dedicated to assisting our students with the SEL health. Toward that end, we will maintain our two Student Advocate positions, two at-risk monitor positions, and two school social worker positions we created this past year. Having these dedicated professionals working with our students provided them with an outlet for their feelings and will continue to help them deal with any potential disruptive trauma-based experiences they might be having. Providing this service will go a long way toward helping students regulate themselves when they are feeling accelerated. Along with this, though, we plan to outfit our sensory room with a variety of therapeutic materials the students may use when in need to calm down. These overt approaches will have the impact of helping our students self-regulate, thus allowing them more time to engage in educational activities rather than having to deal with emotional outbursts.

Allowable Use(s): Learning Loss

- 2021-2022, 2022-2023, 2023-2024: Credit recovery Edgenuity curriculum for general education, special education, ELL, and migrant students determined at risk of not graduating (\$50,960)

Evidence Based criteria as defined in ESEA:

- 1) Preventing Dropout In Secondary Schools: Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. <https://ies.ed.gov/ncee/wwc/practiceguide/24>

- 2) WHAT WORKS CLEARINGHOUSE™

Preventing Dropout

in Secondary Schools [https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc\\_dropout\\_092617.pdf](https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc_dropout_092617.pdf)

- 2 licensed teachers for ELA/Math/Credit Recovery Sessions

Pay based on negotiated agreement and regular school year classified hourly rate (\$13,936)

Evidence Based criteria as defined in ESEA:

- 1) WWC Review of the Report "The Struggle to Pass Algebra: Online vs. Face-to-Face Credit Recovery for At-Risk Urban Students" [https://ies.ed.gov/ncee/wwc/Docs/SingleStudyReviews/wwc\\_heppen\\_021417.pdf](https://ies.ed.gov/ncee/wwc/Docs/SingleStudyReviews/wwc_heppen_021417.pdf)

- 2) "Sustained progress: New findings about the effectiveness and operation of small public high schools of choice in New York City. <https://ies.ed.gov/ncee/wwc/Study/88768>"

- 2021-2022, 2022-2023, 2023-2024: FastBridge academic and social emotional screener-918 students (\$17,516)

Evidence Based criteria as defined in ESEA:

- 1) A longitudinal cluster-randomized controlled study on the accumulating effects of individualized literacy instruction on students' reading from first through third grade. <https://ies.ed.gov/ncee/wwc/Study/85765>

- 2) Response to Intervention in Primary Grade reading [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_rrti\\_pg\\_rec01.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_rrti_pg_rec01.pdf)

- 3) Leveled Literacy Intervention had positive effects on general reading achievement, potentially positive effects on reading fluency, and no discernible effects on alphabets for beginning readers. <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/679>

- 2021-2022, 2022-2023: Substitute costs to allow teachers to attend professional training to be able to implement academic & social emotional screening, interventions, and structures to monitor student progress and growth (\$17,460)

Evidence Based criteria as defined in ESEA:

- 1) Efficacy of the Social Skills Improvement System Class-wide Intervention Program (SSIS-CIP) Primary Version DiPerna, J. C., Lei, P., Bellinger, J., & Cheng, W. (2015). School Psychology Quarterly, 30(1), 123-141. Retrieved from: <https://eric.ed.gov/?id=EJ1056685>

- 2) Reappraising academic and social adversity improves middle school students' academic achievement, behavior, and well-being

- 2) Reappraising academic and social adversity improves middle school students' academic achievement, behavior, and well-being

Geoffrey D. Borman, Christopher S. Rozekb, Jaymes Pynec, and Paul Hanselmand (2019). Proceedings of the National Academy of Sciences Retrieved from: <https://eric.ed.gov/?id=ED600814>

- 2021-2022, 2022-2023: 2.5 student advocates (\$347,749)

Evidence Based criteria as defined in ESEA:

1) Reappraising academic and social adversity improves middle school students' academic achievement, behavior, and well-being. Geoffrey D. Borman, Christopher S. Rozekb, Jaymes Pynec, and Paul Hanselmand (2019). Proceedings of the National Academy of Sciences Retrieved from: <https://eric.ed.gov/?id=ED600814>

2) WHAT WORKS CLEARINGHOUSE™

Preventing Dropout

in Secondary Schools [https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc\\_dropout\\_092617.pdf](https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc_dropout_092617.pdf)

Allowable Use Cost = \$449,621

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

We will dedicate our remaining ARP ESSER funds to pinpoint students' academic and social emotional needs, provided students with academic and social emotional supports needed through the employment of additional professional, and lastly providing the resources needed to implement any needed academic, social emotional, and COVID mitigation strategies. Also, if needed we have mitigation plans in place other than "out of school" or "remote learning" in order to provide the best learning opportunities where we will be able to define the particular academic needs of our students who are not experiencing success. These tutoring events will be conducted by licensed teachers and will be personally built to meet the specific needs of the students who are participating.

Allowable Use(s): Software/hardware/connectivity

- 100 refurbished laptops, cases, and power cords to provide equitable access to learning to address learning loss. (\$51,667)
- Parent communication/messaging system (\$15,563)
- Balance of Interactive TV to facilitate learning (\$1,582)

Allowable Use Cost = \$68,812

Allowable Use(s): School facility to enable operation of schools to reduce risk of virus transmission and exposure

- Adding hot water system to primary building to implement hand washing protocols-Hot water hardware (\$1,600)
- Adding hot water system to primary building to implement hand washing protocols-Hot water labor (\$3,645)
- Adding hot water system to primary building to implement hand washing protocols-Electrical (\$2,110)

Allowable Use Cost = \$7,355

### **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 have developed a strong social emotional support system in our district. As a part of that work, we closely follow all academic, attendance and SEL data for each one of our students. This is done at the building level through our tiered system of supports process.

We plan to purchase, train, and implement the gathering of pre and post testing data as a part of our tiered system of supports. The Fast Bridge academic and social emotional data will be collected a minimum of three times a year and local at-risk screener will assist us in tracking our students, looking especially for trends that show if our efforts are helping improve the situation. Along with the academic data we gather, we also gather office referral data, detention data, ISS data and OSS data. This information is considered at the individual student level and at the building level and ultimately at the district level. Our data monitoring practices will determine if our interventions and strategies are having the intended impact, thus setting us up for an opportunity to adjust things if need be.

Allowable Use(s): Mental health supports

- 2021-2022, 2022-2023: 2 at-risk monitors/2 social workers (\$416,645)

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$940,433	\$0	\$940,433	ESSER III Allocations	\$188,087
Approved Total	\$933,078	\$0	\$933,078	Approved Total	\$447,621
Amount Left	\$7,355	\$0	\$7,355	Amount Still Needed	\$0
In Review Total	\$7,355	\$0	\$7,355	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
315-3-0001	Direct	False	2318	341	16	\$2,110	Task Force Review
315-3-0002	Direct	False	2318	341	16	\$3,645	Task Force Review
315-3-0003	Direct	False	2318	341	16	\$1,600	Task Force Review
315-3-0004	Direct	False	1000	734	9	\$1,582	Approved
315-3-0005	Direct	False	2200	734	9	\$9,167	Approved
315-3-0006	Direct	False	1000	734	9	\$42,500	Approved
315-3-0007	Direct	False	1000	323	9	\$15,563	Approved
315-3-0008	Direct	False	1000	120	10	\$122,470	Approved
315-3-0009	Direct	False	1000	214	10	\$240	Approved
315-3-0010	Direct	False	1000	220	10	\$9,369	Approved
315-3-0011	Direct	False	1000	260	10	\$1,010	Approved
315-3-0012	Direct	False	1000	270	10	\$29	Approved
315-3-0013	Direct	False	2100	110	10	\$224,805	Approved
315-3-0014	Direct	False	2100	210	10	\$39,362	Approved
315-3-0015	Direct	False	2100	214	10	\$240	Approved
315-3-0016	Direct	False	2100	220	10	\$17,208	Approved
315-3-0017	Direct	False	2100	260	10	\$1,866	Approved
315-3-0018	Direct	False	2100	270	10	\$46	Approved
315-3-0019	Direct	True	2100	120	12	\$256,723	Approved
315-3-0020	Direct	True	2100	210	12	\$68,868	Approved
315-3-0021	Direct	True	2100	214	12	\$240	Approved
315-3-0022	Direct	True	2100	220	12	\$19,726	Approved
315-3-0023	Direct	True	2100	260	12	\$2,134	Approved
315-3-0024	Direct	True	2100	270	12	\$58	Approved
315-3-0025	Direct	True	1000	653	12	\$68,476	Approved
315-3-0026	Direct	True	1000	115	12	\$17,460	Approved
315-3-0027	Direct	True	1000	110	11A	\$13,936	Approved

## Line Item Details

Line Item ID: 315-3-0001

**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**

Auditing Services

**Account Number**

27-100-2318-341-65-03

**Function Code**

2318 - Audit Services

**Object Code**

341 - Accounting 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**

Single Audit Fee for the ESSER funds.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$2,110

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$2,110

**Status**

Task Force Review

**Line Item Comment from KSDE**

The audit fee is \$4,000 a year. This money will go for the 2022 year audit fee.

Line Item ID: 315-3-0002

**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**

Auditing Services

**Account Number**

27-100-2318-341-65-03

**Function Code**

2318 - Audit Services

**Object Code**

341 - Accounting 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**

Single Audit Fee for ESSER funds.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$3,645

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$3,645

**Status**

Task Force Review

**Line Item Comment from KSDE**

The audit fee is \$4,000 a year. This money will go for the 2023 year audit fee.

Line Item ID: 315-3-0003

**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**

Auditing System

**Account Number**

27-100-2318-341-65-03

**Function Code**

2318 - Audit Services

**Object Code**

341 - Accounting 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**

Single Audit Fee for ESSER funds.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

The audit fee is \$4,000 a year. This money will go for the 2022 year audit fee.

Line Item ID: 315-3-0004

**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**

Technology-Related Hardware

**Account Number**

02-100-1000-734-45-03

**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**

Balance of Expenditure for 75" clear touch screen for SpEd. This purchase was made to assist with individual and small group special education instruction. The touch screen allows for additional hands on instructional engagement. Special educations funds were used to purchase this item.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,582
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,582</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/19/22: How is the touch screen related to COVID? What funds are used for the remainder of the expense?

Line Item ID: 315-3-0005

**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**

Technology-Related Hardware

**Account Number**

27-100-2200-734-64-03

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Laptop Computer Cases and USB C power cord adapters. Additional technology and protective cases is utilized to reduce the learning loss. The technology is utilized for individual instruction, small group instruction, and allows student to participate in instruction if a student does have to be absent due to illness.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,167
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,167</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/19/22: How is this purchase related to COVID?

Line Item ID: 315-3-0006



**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**

Technology-Related Hardware

**Account Number**

27-100-1000-734-64-03

**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**

100 refurbished Student laptop computers-Additional technology and protective cases is utilized to reduce the learning loss. The technology is utilized for individual instruction, small group instruction, and allows student to participate in instruction if a student does have to be absent due to illness.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$42,500
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$42,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/19/22: Please add additional information on how this is needed due to COVID. How will the laptops be used to decrease learning loss?

Line Item ID: 315-3-0007

**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**

Purchased Services-Student Services

**Account Number**

27-100-1000-323-64-03

**Function Code**

1000 - Instruction

**Object Code**

323 - Student 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**

Apptegy- Communication/Parent messaging System: Prior to COVID-19 the district did not have this type of messaging or communications in place for a district of our size. A simple website structure and teachers calling home was enough for the type of communications needed prior to COVID-19. Since the onset of COVID-19 the type of communication and immediacy required of the communication has required the district to purchase a differed system to meet those requirements and needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,563
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,563</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/19/22 How is this tied to COVID? How is it different than what you are currently using for communication with families?

Line Item ID: 315-3-0008

**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**

Non-Certified Salaries

**Account Number**

27-100-1000-120-50-03

**Function Code**

1000 - Instruction

**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**

(2) At-Risk Monitors

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$60,329
<b>Budgeted Expenditures in SFY 2023</b>	\$62,141
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$122,470</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/19/22 Additional information provided in narrative.

Line Item ID: 315-3-0009

**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**

Life Insurance

**Account Number**

27-100-1000-214-50-03

**Function Code**

1000 - Instruction

**Object Code**

214 - Life 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**

Life Insurance for (2) At-Risk Monitors

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$120
<b>Budgeted Expenditures in SFY 2023</b>	\$120
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$240</u>

**Status**

Approved

Line Item ID: 315-3-0010

**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**

Fica/Ficm

**Account Number**

27-100-1000-220-50-03

**Function Code**

1000 - Instruction

**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/Ficm for (2) At-Risk Monitors

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,615
<b>Budgeted Expenditures in SFY 2023</b>	\$4,754
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,369</u>

**Status**

Approved

Line Item ID: 315-3-0011

**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**

Unemployment

**Account Number**

27-100-1000-260-50-03

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**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**

Unemployment for (2) At-Risk Monitors

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$500**Budgeted Expenditures in SFY 2023** \$510**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,010**Status**

Approved

Line Item ID: 315-3-0012

**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**

Workers Comp

**Account Number**

27-100-1000-270-50-03

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**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**

Workers Comp for (2) At-Risk Monitors

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$13**Budgeted Expenditures in SFY 2023** \$16**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$29**Status**

Approved

Line Item ID: 315-3-0013

**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**

Certified Salaries

**Account Number**

27-100-2100-110-65-03

**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**

(2) Social Workers

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$110,801**Budgeted Expenditures in SFY 2023** \$114,004**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$224,805**Status**

Approved

**Line Item Comment from KSDE**

4/19/22 Additional information provided in narrative.

Line Item ID: 315-3-0014

**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**

Health Insurance

**Account Number**

27-100-2100-210-65-03

**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**

Health Insurance for (2) Social Workers

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$19,356**Budgeted Expenditures in SFY 2023** \$20,006**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$39,362**Status**

Approved

Line Item ID: 315-3-0015

**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**

Life Insurance

**Account Number**

27-100-2100-214-65-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

214 - Life 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**

Life Insurance for (2) Social Workers

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$120**Budgeted Expenditures in SFY 2023** \$120**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$240**Status**

Approved

Line Item ID: 315-3-0016

**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**

Fica/Ficm

**Account Number**

27-100-2100-220-65-03

**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/Ficm for (2) Social Workers

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$8,477**Budgeted Expenditures in SFY 2023** \$8,731**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$17,208**Status**

Approved

Line Item ID: 315-3-0017

**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**

Unemployment

**Account Number**

27-100-2100-260-65-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**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**

Unemployment for (2) Social Workers

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$922**Budgeted Expenditures in SFY 2023** \$944**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,866**Status**

Approved

Line Item ID: 315-3-0018

**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**

Workers Comp

**Account Number**

27-100-2100-270-65-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

270 - Worker's Compensation

**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**

Workers Comp for (2) Social Workers

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$20**Budgeted Expenditures in SFY 2023** \$26**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$46**Status**

Approved

Line Item ID: 315-3-0019

**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 Salaries

**Account Number**

27-100-2100-120-75-03

**Function Code**

2100 - Support Services (Students)

**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**

(3) Student Advocates

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$126,896**Budgeted Expenditures in SFY 2023** \$129,827**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$256,723**Status**

Approved

**Line Item Comment from KSDE**

4/19/22 Additional information provided in narrative.

Line Item ID: 315-3-0020

**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**

Health Insurance

**Account Number**

27-100-2100-210-75-03

**Function Code**

2100 - Support Services (Students)

**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 for (3) Student Advocates

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$33,820**Budgeted Expenditures in SFY 2023** \$35,048**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$68,868**Status**

Approved

Line Item ID: 315-3-0021



**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**

Life Insurance

**Account Number**

27-100-2100-214-75-03

**Function Code**

2100 - Support Services (Students)

**Object Code**

214 - Life 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**

Life Insurance for (3) Student Advocates

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$120
<b>Budgeted Expenditures in SFY 2023</b>	\$120
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$240</u>

**Status**

Approved

Line Item ID: 315-3-0022

**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**

Fica/Ficm

**Account Number**

27-100-2100-220-75-03

**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**

Fica/Ficm for (3) Student Advocates

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,717
<b>Budgeted Expenditures in SFY 2023</b>	\$10,009
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$19,726</u>

**Status**

Approved

Line Item ID: 315-3-0023

**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**

Unemployment

**Account Number**

27-100-2100-260-75-03

**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**

Unemployment for (3) Student Advocates

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,052**Budgeted Expenditures in SFY 2023** \$1,082**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,134**Status**

Approved

Line Item ID: 315-3-0024

**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**

Workers Comp

**Account Number**

27-100-2100-270-75-03

**Function Code**

2100 - Support Services (Students)

**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**

Workers Comp for (3) Student Advocates

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$28**Budgeted Expenditures in SFY 2023** \$30**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$58**Status**

Approved

Line Item ID: 315-3-0025

**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**

Software

**Account Number**

27-100-1000-653-50-03

**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**

FastBridge and Edgenuity Credit Recovery-The district will utilize both of these programs with all subgroups. FastBridge will allow educators to both identify learning loss needs and progress monitor during the implementation of instructional interventions. Edgenuity will be utilized and modified for students on individual plans to recover learning loss and credit loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$24,140
<b>Budgeted Expenditures in SFY 2023</b>	\$23,334
<b>Budgeted Expenditures in SFY 2024</b>	\$21,002
<b>Total Expenditures</b>	<u>\$68,476</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/19/22 Add additional information on how this will reduce learning loss on your identified subgroup student populations (special education, tribes, etc)

Line Item ID: 315-3-0026

**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**

Certified Substitute Salaries

**Account Number**

27-100-1000-115-75-03

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**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**

Sub salaries to cover teacher training- In order to expedite the implementation of instructional strategies, tiered instruction, and new resources teachers were removed from the classroom to provide the needed training. This allowed the district to implement interventions immediately rather than waiting for designated professional development dates or summer training dates.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,706
<b>Budgeted Expenditures in SFY 2023</b>	\$2,754
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17,460</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/19/22: While this is an allowable expenditure, we need to know how this will have a positive effect on learning loss. What evidence base do you have that supports having a substitute in the classroom while the teacher is receiving training?

Line Item ID: 315-3-0027

**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**

Summer School Salaries

**Account Number**

27-100-1000-110-50-03

**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**

Summer Credit Recovery Salaries (2) Teachers/18 days

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,488
<b>Budgeted Expenditures in SFY 2023</b>	\$4,631
<b>Budgeted Expenditures in SFY 2024</b>	\$4,817
<b>Total Expenditures</b>	<u>\$13,936</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/19/22: More information provided in the narrative.

# ESSER III APPLICATION FOR D0382

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>
Pratt	401 S. Hamilton, Pratt, KS 67124	401 S. Hamilton, Pratt, KS 67124
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Tony Helfrich	tony.helfrich@usd382.com	(620) 672-4500

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Tony Helfrich	Superintendent	tony.helfrich@usd382.com	(620) 672-4500
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
linda.kumberg@usd382.com		linda.kumberg@usd382.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://www.usd382.com/vimages/shared/vnews/stories/60e47025e2189/ESSERIII-DistrictPlanForSafeReturnToIn-Pratt%20USD%20382.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?

With funds from a previous application the district is purchasing necessary PPE and cleaning supplies and equipment to effectively prevent the spread of disease per CDC recommendations.

On this application, we seek to add ventilation for our welding shop area, which will allow 6 foot social distancing for students. This will also increase air turnover rates in those areas. The district is also allocating dollars to renovate current HVAC systems in our Pedigo shop area. These systems are operational but do not bring in outside air. With new systems we will increase air turnover and bring in outside air, which is a significant mitigation for the spread of disease. Our PreK and central office currently uses window units and the district is allocating dollars to partially cover the renovation of those systems so they would be forced air units and have an efficient air turnover rate.

The district is allocating dollars to upgrade the software on our video surveillance system which will allow us to contact trace after a covid-positive case is identified more efficiently. Masking is part of the protocol (when we are designated in our Amber zone) and building principals can better enforce masking to mitigate disease spread.

The district has added personnel manpower hours for the direction of covid mitigation efforts. This position maintains symptom tracker information, coordinates with the county emergency management officer and the county health department, and issues updates for parents and staff.

## **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 met with students through their participation on building site councils and as part of a student advisory group that meets with the superintendent. For the student advisory group, we include students from each sub-group (socio-economic status, gender, and race) on the middle school and high school advisory groups. The superintendent explained the funding streams and the parameters for use. Students indicated an appreciation for the improvements to HVAC that were done to increase air turnover in the early rounds of pandemic funding. They also expressed appreciation for additional para support to help struggling students with recovery from quarantines. They expressed appreciation for our emphasis on learning loss recovery and developing core skills for students.

### **Families**

All families had an opportunity to submit a response to a survey, administered in September, for the purpose of determining local support for some possible uses of ESSER dollars. These results were made available to the board and helped shape the development of the ESSER III priorities. The superintendent met with each school's building site council and the district site council. These councils are made up of parents from the respective schools. With each group, the superintendent explained how the first two rounds of pandemic funding had been spent, showing detailed expenditures. For ESSER II, the superintendent showed the application form for eligible projected expenses. The superintendent then relayed draft priorities for the ESSER III application. The councils enthusiastically supported the use of dollars to add a social-emotional coordinator position at the middle school. They challenged us to also have that position cover high school needs as well. They supported all efforts to help improve core skills that have been diminished by the pandemic. They support a new reading curriculum instead of sticking to our current cycle, so we implement a curriculum best suited to provide reading instruction and intervention. The site councils were also very supportive of using pandemic dollars to renovate two HVAC systems in order to provide increased disease mitigation.

### **School and District Administrators including Special Education Administration**

The superintendent briefed the assistant superintendent and interlocal director on the process for gathering input. The superintendent sought names for a special education focus group to elicit feedback from as well. The superintendent briefed the building administration teams on the pandemic dollars available and the team first brainstormed and then refined the list of priorities for the dollars. From there, the superintendent met with building site councils, which also include administrators, and, with that input, the priorities were further developed before presenting to the board of education leadership.

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

The superintendent briefed the building administration teams on the pandemic dollars available and the team first brainstormed and then refined the list of priorities for the dollars. From there, the superintendent met with building site councils, which also include administrators, and, with that input, the priorities were further developed before presenting to the board of education leadership. Building leadership teams, these all include teachers for each building, were briefed at the first step in the process to explain funding uses and projected priorities. Building leadership teams include union and non-union member teachers. Building teams consistently asked for additional para support to aid student academic recovery from extended absences due to quarantines. The superintendent meets with the Pratt National Education Association (PNEA) team on an as needed basis throughout the year separate from negotiations. The superintendent briefed the PNEA team and sought input on the development of ESSER priorities and the plan. The PNEA team expressed interest in retention pay being part of the program at the 2021 negotiations and again in meetings during this year. That was included in the ESSER III program requests. All teachers were also given the survey on priorities for the district in the Fall of 2021. This survey helped steer some of the priorities for the ESSER III application.

## **Tribes**

Our district boundaries do not overlap with any tribal lands nor does Pratt USD 382 explicitly serve students living on tribal grounds. We did draw a focus group of parents of children identifying as Native-American. Our building principals each selected 6 parent groups and they were invited to participate in the forum. I met with this group of parents on 2/10/22. In this meeting, I first detailed how we have spent and plans for spending from ESSER I and ESSER II sources. I then reviewed our tentative spending plan and sought input and suggestions.

From this group, the following were consensus wishes to see during our ESSER funding period:

Providing summer school opportunities for students in K-8 grades.

Parents of high school students expressed support for tutoring to facilitate credit recovery.

Providing a social-emotional coordinator at the middle and high school levels to respond to increasing needs in this area.

Moving to a reading curriculum, which would better support ELL children and children with dyslexia. This group, especially, saw the learning loss during the pandemic, which exacerbated the need for a more responsive curriculum with evidence-based results.

This group expressed concern about retaining our staff even though we are a rural school. They expressed a wish that we use ESSER dollars to retain our staff during these next two years.

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

Pratt's student population has 8% identifying as Hispanic. I sent inquiries to the Mexican American Legal and Educational Defense Fund but did not receive responses back. Besides having representation on the superintendent student advisory group and getting that input, the superintendent also met with the district's ESL coordinator who has high contact with the district's Hispanic community. The goal is to get more ESL para support. The superintendent also put together a focus group of parents who specifically had a child with a disability. The superintendent explained the various rounds of pandemic funding and explained the current thinking behind the district's priorities. He then solicited input on the ESSER III application. He received a push to look at dyslexia support materials--we plan to add this with dollars toward a reading curriculum--and to look at adding music therapy for autistic students. He is getting further input at a later date on that. This group also expressed support for any reconfigurations which would open up added space at the elementary in order to better accommodate students with high 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**

The superintendent and principals meet regularly with the ESL coordinator and we seek input for those needs. The ESL coordinator has requested additional para support. This is part of the plan. In the previous question, we addressed gaining input from a special education focus group. For homeless students, the superintendent met with the building principals and counselors to discuss best uses of ESSER dollars for students experiencing homelessness or migratory students. We also submitted a budget specific for those requests under McKinley-Vento. We prioritized debit cards for supplies and transportation expenses to expedite those students continuing to participate in activities. At the 2/10/22 meeting, the group included parents of children who both identified as Native American and Hispanic. We specifically invited multiple parents whose children qualify as ELL, but we were not able to gain their attendance at the meeting.

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



We have assembled a community survey with board of education input. That survey was distributed on our facebook page and sent on our schoolreach text message service. We received input from over 400 patrons to add as input on priorities. This helped us understand some facilities needs in relation to disease mitigation. The public is also included in our district site council with representation from non-parent groups.

## **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 are still seeing the impact of the school closures during the 4th quarter of the 2019-20 school year. We used full remote learning and we experienced severe learning loss with our students that showed up on our assessments early in the 2020-21 school year along with anecdotal reporting of teachers. During the 2020-21 school year and the first semester of the 2021-22 school year have seen quarantine levels consistently run at 4% of our student population and above. We have seen spikes to 10%. Moreover, we used a modified quarantine procedure for our elementary classrooms and we have had up to 20% of classrooms in modified quarantines at specific moments during the first quarter of the 2021-22 school year. Absenteeism has run at a higher percentage. Teachers have reported the challenges here. We experience that students do little work while on quarantines. We do see greater impacts on students in poverty as they are typically getting less support during remote instructional periods. We have 1,150 students and we have a Title I elementary school. We typically have 40-50% of our student population qualifying for free and reduced lunches.

At our middle school, we are seeing more social-emotional issues which is resulting in increased office referrals and suspensions. This is leading to less instructional time with these students and that increases learning loss. At the high school level, we are seeing increased despondency and that is leading to students simply being falling far behind in academics as they struggle to cope with waning motivation.

**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 using our ESSER II funds for the purpose of summer learning and extended day opportunities. We developed an intensive program and bring in 20% of each grade level, who are identified by our assessments, and we worked to fill in learning gaps for these students with targeted instruction. We did this K-4. We also are providing transportation in order to increase the participation numbers.

With our ESSER III application we are using our funds to purchase evidence-based curriculum for our reading program. We specifically want to address phonics with our program. We also believe our students who have dyslexia have experienced greater learning losses so we want to specifically address those needs. We also want to extend the use of Lexia with our middle school students to address learning needs. Students assigned to attend after school tutoring will also use these programs. We are using ESSER II and ESSER III funds to pay for an MTSS coordinator at our middle school to manage the assessment and assignment of students for these intervention programs.

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

Within our normal reading curriculum, we want to use a portion of our ESSER III funds to address some shortfalls in the areas of phonics and dyslexia support. We will purchase a reading curriculum which more easily adapts to support remote learning when that is necessary for brief periods. We will purchase laptops that support necessary remote learning platforms and our intervention programs. We want to add a staff position to address social-emotional learning needs of our middle school positions. This position will coordinate our social-emotional program and develop interventions specific to our targeted students. We will improve ventilation in our shop area by installing new HVAC, which will bring in outside air, thereby increasing our air turnover, a major mitigation for disease spread. We are also installing a new ventilation system for our welding area, which will allow us to create social distancing in our welding shop--an area when students have longer learning blocks. We are setting aside some dollars to assist in the HVAC renovation of our old high school. We will convert the building to an intermediate school (it currently houses our central office and our preschool). It has window unit AC and radiator heat so this will give us air turnover and filtration, important disease mitigators. We want to target our contact tracing so we will update our video surveillance software to a program which will allow us to more efficiently determine students in quarantine and enforce masking requirements. With the pandemic, staffing has been a paramount challenge. We are using ESSER III dollars to provide premium pay to both our classified and certified employees with the goal to keep our buildings fully staffed.

**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.**

Several of our ESSER II & III priorities are specific to adding personnel for a multi-tiered system of support program at our middle school and social -emotional support at our middle school. We already had these programs in place at our elementary but we have added them at our middle school to address these needs. The students in need of these services disproportionately represent our low-income families, ESL students, students in foster care or coming under our McKinley-Vento homeless program. Our ESL coordinator is adding a para for these needs. But, all of our programs will assist all targeted students. A disproportionately high number will come from low-income families, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migrant students.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,766,374	\$0	\$1,766,374	ESSER III Allocations	\$353,275
Approved Total	\$1,659,374	\$0	\$1,659,374	Approved Total	\$860,000
Amount Left	\$107,000	\$0	\$107,000	Amount Still Needed	\$0
In Review Total	\$77,399	\$0	\$77,399	In Review Total	\$0
Amount Left	\$29,601	\$0	\$29,601	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
382-3-0014	Direct	False	2130	700	15	\$77,399	Task Force Review
382-3-0001	Direct	True	1000	644	12	\$300,000	Approved
382-3-0002	Direct	True	1000	653	12	\$35,000	Approved
382-3-0003	Direct	True	1000	111	12	\$45,000	Approved
382-3-0004	Direct	True	1000	120	12	\$60,000	Approved
382-3-0005	Direct	True	1000	700	9	\$180,000	Approved
382-3-0006	Direct	True	1000	111	12	\$140,000	Approved
382-3-0007	Direct	True	1000	644	12	\$30,000	Approved
382-3-0008	Direct	True	1000	111	12	\$70,000	Approved
382-3-0009	Direct	False	2600	700	13	\$60,000	Approved
382-3-0010	Direct	False	2600	700	14	\$100,000	Approved
382-3-0011	Direct	False	2600	700	14	\$439,374	Approved
382-3-0013	Direct	False	1000	100	16	\$200,000	Approved

## Line Item Details

Line Item ID: 382-3-0014

**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**

Testing &amp; Tracing Equipment

**Account Number**

75 E 2130 700 0000 000

**Function Code**

2130 - Health Services

**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**

We manage contact tracing for our health department. We also enforce mask wearing when our health department makes that recommendation. Mask wearing and quarantines are part of our protocols and both are delineated by zones, which are determined by data from 5 categories with respect to active Covid case levels. For contact tracing we are currently unable to get accurate numbers on time where students are within 6 feet of a covid-positive student. We will use ESSER III dollars to upgrade our software that runs in conjunction with our cameras that uses facial recognition to lock in on a subject and allow us to contact trace efficiently. This will make the quarantines targeted and more effective, thereby reducing disease mitigation. This will also require a new server and installation to run the system for our 4 buildings. We will use our existing cameras, so this is needed for the software change which will allow us to contact trace and enforce mask wearing.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$25,399
<b>Budgeted Expenditures in SFY 2023</b>	\$52,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$77,399</u>

**Status**

Task Force Review

Line Item ID: 382-3-0001

**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**

Textbooks

**Account Number**

75 E 1000 644 0000 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**

Due to learning loss, especially high among our at-risk populations, we are going to purchase a reading curriculum with evidence-based results, independently confirmed, for reading remediation across all sub-groups and providing a phonics base. This will cover K-12. We also want a program which more readily converts to remote instruction to handle that inevitable educational demand during the pandemic. This reading curriculum is not part of the current purchase cycle. This would be specific to finding the most effective curriculum for addressing overall learning loss and loss with at-risk groups.

<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
--	-----

<b>Budgeted Expenditures in SFY 2024</b>	\$300,000
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<b>Total Expenditures</b>	\$300,000
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**Status**

Approved

Line Item ID: 382-3-0002

**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**

Tech Related Supplies

**Account Number**

75 E 1000 650 0000 000

**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**

Due to learning loss in the area of reading, especially high among our at-risk populations, we are going to expand our use of Lexia to upper grades as well. We had piloted the program with PreK-4th grades and will expand it to HS students. This will specifically address learning loss for students and be a new program for 6 grade levels. This will be a three-year commitment to the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$35,000
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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>	\$35,000
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**Status**

Approved

Line Item ID: 382-3-0003

**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**

Salaries - Certified Staff

**Account Number**

75 E 1000 111 0000 000

**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**

Due to learning loss in the area of math during the pandemic disruption, we added an MTSS coordinator with ESSER II dollars. We will research programs and purchase progress monitoring and math remediation curriculum for middle school and high school students.

<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>	\$15,000
<b>Total Expenditures</b>	<u>\$45,000</u>

**Status**

Approved

Line Item ID: 382-3-0004

**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**

Salaries - Classified Staff

**Account Number**

75 E 1000 120 0000 000

**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**

Due to learning loss in all areas due to the pandemic disruption, we are seeing students struggle with grades. This contributes to social-emotional struggles as well. We propose to add district-wide paras to address wider student needs than just those students with IEP's. These paras would be deployed strategically at the MS and HS for the purpose of addressing grade deficiencies attributable to the pandemic. These costs would include associated costs with employment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Approved

Line Item ID: 382-3-0005

**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**

Technology Related Equipment

**Account Number**

75 E 1000 700 0000 000

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**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**

Due to providing more curriculum that is accessible remotely we propose to make updated laptops available to high school students. This would allow purchased curriculum for addressing learning loss to be efficiently accessed. These devices would also be compatible with hotspots provided under a grant we accessed for students without remote access.

<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>	\$90,000
<b>Total Expenditures</b>	<u>\$180,000</u>

**Status**

Approved

Line Item ID: 382-3-0006

**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**

Salaries - Certified Staff

**Account Number**

75 E 1000 111 0000 000

**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**

We are seeing increased social-emotional needs from our students and our parent stakeholders report this concern as well. We propose to add a social-emotional coordinator for middle school and high school. This coordinator will develop and implement programs for improving empathy and self-efficacy, which will increase self regulation and academic achievement. This would cover one teacher position (with an extended contract) for two years. This would cover associated employment costs 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>	\$70,000
<b>Budgeted Expenditures in SFY 2024</b>	\$70,000
<b>Total Expenditures</b>	<u>\$140,000</u>

**Status**

Approved

Line Item ID: 382-3-0007

**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**

Textbooks

**Account Number**

75 E 1000 644 0000 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**

Due to increased needs in the area social-emotional development, we will purchase a research based curriculum for implementation at the middle school and high school levels.

<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>	\$30,000

**Status**

Approved

Line Item ID: 382-3-0008

**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**

Salaries - Certified Staff

**Account Number**

75 E 1000 111 0000 000

**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**

We added an MTSS coordinator under ESSER II for addressing learning loss at the middle school level. With ESSER III funding we would like to add an additional year to 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>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$70,000
<b>Total Expenditures</b>	\$70,000

**Status**

Approved

Line Item ID: 382-3-0009



**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**

Property

**Account Number**

75 E 2600 700 0000 000

**Function Code**

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

**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**

In our welding shop, we will put in a new ventilation system which will allow us more social distancing and increase air turnover in the shop area, thereby reducing disease transmission. These dollars will cover the new duct work and vent fans specific to the welding shop area. These classes have a higher proportion of at-risk students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$60,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$60,000

**Status**

Approved

**Line Item Comment from KSDE**

This is a capital improvement and requires the necessary paperwork

Line Item ID: 382-3-0010

**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**

Property

**Account Number**

75 E 2600 700 0000 000

**Function Code**

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

**Object Code**

700 - PROPERTY

**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**

We will add ventilation to our trades classrooms and shop areas. The current system does not bring in outside air. We will replace with units that add outside air to the airflow, thereby creating an air turnover for these classrooms. These classes have a higher proportion of vulnerable students and these mitigation measures will reduce disease transmission.

<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
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

? This is a capital improvement and requires the necessary paperwork

Line Item ID: 382-3-0011

**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**

Property

**Account Number**

75 E 2600 700 0000 000

**Function Code**

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

**Object Code**

700 - PROPERTY

**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**

With our ESSER II application, we are to apply dollars towards an HVAC renovation of our central office and old high school. This will make the building capable of serving our 4th and 5th grade students and spread our students out at our middle school and elementary school. This will also allow us to move our preschool to our elementary school and expand services there. Our existing high school has window AC units and steam heat with no ventilation. A renovation project will include significant upgrades to ventilation and reduce disease transmission for those in the building. This will increase attendance and also decrease 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>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$439,374
<b>Total Expenditures</b>	<u>\$439,374</u>

**Status**

Approved

Line Item ID: 382-3-0013

**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**

Salaries

**Account Number**

75 E 1000 100 0000 000

**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**

Due to staffing shortages experienced during the pandemic, we will provide premium pay for the purpose of retention to certified & classified staff who are KPERS eligible. We will also make these payments eligible to our interlocal 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>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$100,000
<b>Total Expenditures</b>	<u>\$200,000</u>

**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:

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- 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	\$10,859,086	\$0	\$10,859,086	Approved Total	\$3,500,362
Amount Left	\$2,889,835	\$0	\$2,889,835	Amount Still Needed	\$0
In Review Total	\$1,612,112	\$0	\$1,612,112	In Review Total	\$0
Amount Left	\$1,277,723	\$0	\$1,277,723	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
475-3-0093	Direct	False	1000	126	16	\$1,127,600	Secondary Review
475-3-0094	Direct	False	1000	220	16	\$83,000	Secondary Review
475-3-0095	Direct	False	1000	260	16	\$1,512	Secondary Review
475-3-0096	Direct	False	1000	100	11B	\$330,000	Secondary Review
475-3-0097	Direct	False	1000	220	11B	\$26,250	Secondary Review
475-3-0098	Direct	False	1000	260	11B	\$1,750	Secondary Review
475-3-0099	Direct	False	1000	610	11B	\$42,000	Secondary 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

## Line Item Details

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**

Secondary 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**

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>	\$83,000

**Status**

Secondary Review

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>	\$1,512

**Status**

Secondary Review

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**

Secondary Review

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**

Secondary Review

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**

Secondary Review

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**

Secondary 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**

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



**Allocation Type**

Direct Allocation

**Is this 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
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$135,000
<b>Budgeted Expenditures in SFY 2024</b>	\$139,050
<b>Total Expenditures</b>	<u>\$274,050</u>

**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
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,330
<b>Budgeted Expenditures in SFY 2024</b>	\$10,650
<b>Total Expenditures</b>	<u>\$20,980</u>

**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
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$9,300
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<b>Budgeted Expenditures in SFY 2024</b>	\$9,300
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<b>Total Expenditures</b>	<u>\$18,600</u>
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**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>	<u>\$50,000</u>

**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>	<u>\$50,000</u>

**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>	<u>\$3,830</u>

**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>	<u>\$50</u>

**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>	<u>\$5,350</u>

**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>	<u>\$70</u>

**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>	\$4,000

**Status**

Approved

Line Item ID: 475-3-0039

**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 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

Line Item ID: 475-3-0040

**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 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>	<u>\$6</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**

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
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<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

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7
<b>Budgeted Expenditures in SFY 2023</b>	\$7
<b>Budgeted Expenditures in SFY 2024</b>	\$7
<b>Total Expenditures</b>	<u>\$21</u>

**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.

<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**

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>	\$47,288

**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

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,130**Budgeted Expenditures in SFY 2024** \$2,130**Total Expenditures** \$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

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,685**Budgeted Expenditures in SFY 2024** \$1,735**Total Expenditures** \$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>	\$45

**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>	\$30,000

**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>	<u>\$5,600</u>

**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

Line Item ID: 475-3-0071

**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

Line Item ID: 475-3-0072

**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 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>	<u>\$527</u>

**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>	<u>\$152,250</u>

**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

# ESSER III APPLICATION FOR D0500

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>
Kansas City	2010 N. 59th Street, Kansas City, KS 66104	2010 N. 59th Street, Kansas City, KS 66104
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Anna Stubblefield	Anna.Stubblefield@kckps.org	(913) 551-3200

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Tracy Kaiser	Executive Director of Business Services	tracy.kaiser@kckps.org	(913) 279-2254

## Plan for Safe Return

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

<https://kckps.org/school-safety-operational-procedures/>

## 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?**

Rooftop units - The existing units are old. The new units, with modern technology, will be much more efficient and help the district ensure proper air circulation and indoor air quality.

Carpet replacement with tile - It has been noted on the CDC website that indoor pollutants (dirt, dust, allergens, bacteria and viruses) may be re-animated or recirculated to the air after settling on carpet surfaces. Removing old, dirty carpet with tile that is much easier to clean and disinfect will enhance the indoor air quality of facilities.

Water bottle fillers - replacing old style drinking fountains reduces the risk of transfer of bacteria and viruses by reducing touch points on a push button and on the "shared" spout. The bottle fillers use a sensor to turn on and fill an individual, re-usable water container.

Hands-free restrooms - installing handsfree equipment in restrooms eliminates shared touch points in "high-risk" use areas such as restrooms. The user will not have to touch faucet handles in order to wash hands after using the facilities.

## 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

Beginning July 1, 2021, USD500 KCKPS Superintendent, Dr. Anna Stubblefield, expanded opportunities and forums for meaningful input and consultation specifically for use of ESSER III funds. Community Learning and Listening sessions included 24 different stakeholder groups. One group representing students where opportunities were provided for input into ESSER III plans included the Superintendent's Student Advisory Committee. Additionally, the University of Kansas Center for Research environmental scan polled focus groups included students to gather input from students' perspective regarding priorities for the USD500 KCKPS ESSER III expenditure plan.

Priorities for ESSER III expenditures identified from Listening and Learning sessions included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- After school tutoring programs and community partnerships
- Expand outside social and emotional/mental health services
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

Priorities for ESSER III expenditures identified from the KU Environmental Scan focus groups included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- Expand outside social and emotional/mental health services
- After school tutoring programs
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

## **Families**

Beginning July 1, 2021, USD500 KCKPS Superintendent, Dr. Anna Stubblefield, expanded opportunities and forums for meaningful input and consultation specifically for use of ESSER III funds. Both in-person and virtual parent Listening and Learning sessions reflected 190 participants and the virtual District Title I Family Advisory Committee meeting and online survey resulted in 1,366 participants. Additionally, the University of Kansas Center for Research environmental scan polled focus groups included parents to gather input to develop the USD500 KCKPS ESSER III expenditure plan.

Priorities for ESSER III expenditures identified by family participation across all of these sessions included:

- Tools and support to address learning loss- additional staff (teachers, translators, and paraprofessionals, professional learning, tutoring, community partnerships)
- Improve air quality/exchange
- Provide of PPE and sanitation supplies
- Mitigate the substitute shortage, provide building subs at every building
- Provide subs with technology in every building
- SEL supports for teachers and students
- Increase and improve communication with families
- Teacher support - retention incentives, intrinsic and extrinsic incentives for support and morale enhancement
- Food and basic needs for students and families

## **School and District Administrators including Special Education Administration**

Beginning July 1, 2021, USD500 KCKPS Superintendent, Dr. Anna Stubblefield, expanded opportunities and forums for meaningful input and consultation specifically for use of ESSER III funds. Community Learning and Listening sessions included 24 different stakeholder groups. Four groups representing administrative staff where opportunities were provided for input into ESSER III plans included: Central Office Staff (certified and classified), Principals, Assistant Principals, and Special Education Administration. The University of Kansas Center for Research environmental scan polled focus groups also included central office administrators, Special Education administrators, and building principals.

Priorities for ESSER III expenditures identified from Listening and Learning sessions included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- After school tutoring programs and community partnerships
- Expand outside social and emotional/mental health services
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

Priorities for ESSER III expenditures identified from the KU Environmental Scan focus groups included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- Expand outside social and emotional/mental health services
- After school tutoring programs
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

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

Beginning July 1, 2021, USD500 KCKPS Superintendent, Dr. Anna Stubblefield, expanded opportunities and forums for meaningful input and consultation specifically for use of ESSER III funds. Community Learning and Listening sessions included 24 different stakeholder groups. Five groups representing school staff where opportunities were provided for input into ESSER III plans included: Central Office Staff (certified and classified), Principals, Assistant Principals, Special Education Administration, and Union Leadership. Additionally, the University of Kansas Center for Research environmental scan polled focus groups including board members, teachers, central office administrators, Special Education administrators, principals, and KCKPS alumni working in the district. Input from all convenings was used to develop the USD500 KCKPS ESSER III expenditure plan.

Priorities for ESSER III expenditures identified from Listening and Learning sessions included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- After school tutoring programs and community partnerships
- Expand outside social and emotional/mental health services
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

Priorities for ESSER III expenditures identified from the KU Environmental Scan focus groups included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- Expand outside social and emotional/mental health services
- After school tutoring programs
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

## **Tribes**

KCKPS contacted the following Native American/Tribal entities to seek input on priorities for ESSER III expenditures: American Indian Enterprise and Business Council (AIEBC) Kansas City, KS; American Indian Council-Kansas City; Heart of America Indian Center. Unfortunately, none of these establishments returned the district's request for input on the priorities for ESSER III expenditures.

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

The Civic Council of Greater Kansas City participated in the forum held by USD500 KCKPS Superintendent, Dr. Anna Stubblefield. The forum provided feedback from the Civic Council of Greater Kansas City in order for the district to partnership to reach families who are bilingual and English Language Learners, reach students who were lost during the Pandemic, and promote our Diploma+ program and entrepreneurship. The Civic Council of Greater Kansas City collaborates with other non-profit entities such as the ACLU and Latino organizations.

## **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**

The KCKPS diverse student population reflects 63 different languages and 56% of the student population live in a home where a language other than English is spoken. Engaging families is paramount in providing equitable access for all students to achieve at high levels. KCKPS regularly collects data to evaluate culture, climate, equity and inclusion, as well as input in the use of ESSER funding to increase effectiveness of instructional programming. Surveys and other informational materials are routinely translated into predominant languages, including English, Spanish, Arabic, Burmese, Hakha Chin, Hmong, Karen, Nepali, and Swahili. In addition, English Speakers of Other Languages (ESOL)/Migrant supports increasing relationships with families through additional weekly video series containing district updates in six languages. The team also supports various events across the district, such as Family Advocacy (parent-teacher conference) (FA) days and COVID vaccine clinics. Supporting the district with communication removes barriers for more families, and collaboration with other departments ensures that families and the community are updated with the district. In addition to translation support from Student Services and ESOL teams, Propio services were expanded to accommodate on-demand needs for conferences and daily communication between school and home. Additionally, Community Learning and Listening sessions included 24 different stakeholder groups. Five groups representing underserved students where opportunities were provided for input into ESSER III plans included: El Centro, Inc., KCK Housing Authority, Communities in Schools, Wyandotte County District Attorney's Office, and Livable Neighborhoods.

Priorities for ESSER III expenditures identified from these parent and community stakeholder groups included:

- Parent education to better support their children
- Early childhood education programs
- Supports to enhance reading interventions and reading fluency
- School readiness programs
- Academic enrichment programs
- Mentoring
- After school learning programs
- Enrich home learning environments
- Primary health, mental health, and dental care
- Reduce chronic school absenteeism
- Dual language programs
- High quality summer learning programs
- Postsecondary education and career option awareness
- Graduation with Diploma+

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

Beginning July 1, 2021, USD500 KCKPS Superintendent, Dr. Anna Stubblefield, expanded opportunities and forums for meaningful input and consultation specifically for use of ESSER III funds. Community Learning and Listening sessions included 24 different stakeholder groups. Fifteen groups representing the public and community partnerships where opportunities were provided for input into ESSER III plans included: KCKPS Foundation for Excellence Golf Tournament participants, Wyandotte County Economic Council, KCK Chamber of Commerce, Village West Rotary Club, Union Leadership, KCK Mayor's Office of Wyandotte County, KCK Community College, KCK Baptist Minister's Union, PREP-KC, Wyandotte County Legislative Delegation, Sporting Kansas City, Unified Government Administration, The Plaza Club of Kansas City, Heartland Bank Chamber of Commerce, and Kansas Speedway. Additionally, the University of Kansas Center for Research environmental scan polled focus groups included board members and KCKPS alumni to gather input to develop the USD500 KCKPS ESSER III expenditure plan.

Priorities for ESSER III expenditures identified from Listening and Learning sessions included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- After school tutoring programs and community partnerships
- Expand outside social and emotional/mental health services
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

Priorities for ESSER III expenditures identified from the KU Environmental Scan focus groups included:

- Additional personnel support for academic interventions
- Additional behavioral support and interventions
- Expand outside social and emotional/mental health services
- After school tutoring programs
- Summer learning programs
- Additional instructional materials and resources
- Improve facilities' ventilation systems
- Expand school health office personnel hours

## **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.**

Challenges in meeting academic and social-emotional learning goals increased with the COVID-19 pandemic. With regression occurring, KCKPS responded in 21-22 by continuing to emphasize district continuous improvement plans foundational systems to scale supports to address the identified needs of the district, where 95% of K-12 students meet at least one at-risk indicator.

KCKPS graduation rate had seen an upward trend preceding the COVID-19 pandemic when a slight decline occurred in 19-20. The 2015 rate was the lowest at 68.4%, climbing to 73.2% before COVID-19. Despite KCKPS' efforts to stay connected with their students, the district graduation rate suggests that closing schools and moving to remote learning impacted students' persistence to graduate. During this seven-year timeframe, the graduation rates of subgroups fluctuated. In 2020, the Hispanic subgroup decreased by 10.6%, followed by the ELL subgroup at 8.4%, and the Free and Reduced subgroup at 4.5%. Growth did occur in the lowest subgroup, White students, from 46.10% in 19-20 to 56.30% in 20-21. Also of note is the graduation rate for the African American subgroup, which increased by 3% in 2020. KCKPS 20-21 graduation rate of 70.2%, up from the previous year, 69.10% in 19-20, indicates a slight rebound following COVID-19. To continue the upturn of district graduation rates, each KCKPS high school has set targets for increasing campus graduation rates through their campus School Improvement Plans.

The FastBridge® universal screener is administered three times per year to assess the impact of the district's curriculum and instructional methods on student achievement. The implementation in 21-22 provides baseline data for all students in reading, math, and social-emotional learning. District aMath fall results show 33% of students performed at low risk or College Pathway level, followed by a decrease to 29% in winter. The number of students identifying as some risk or high risk increased 4% from fall to winter. Kindergarten students who took the separate Early Math assessment in the fall reflected 40% in low risk while 60% scored in the some and high risk categories. On the same assessment, the number of kindergarteners in low risk decreased to 33% in the winter, with more students moving into the some and high risk categories for a rate of 67%. District aReading data indicated 33% of students performed at low risk or College Pathway in the fall and remained steady at 33% on the winter screening. Likewise, 67% of students scored at some risk or high risk on fall and winter screeners. Early Reading assessments given to kindergarten and first grade students indicate 30% of kindergarteners and 18% of first grade students scored at low risk in the fall, compared to 40% of kindergarteners and 20% of first graders in the winter.

KCKPS 3-year disaggregated overall suspension data from 19-20 through 21-22, indicate the most considerable discrepancy continues to be found with Black students suspended at a rate of 55.03% as compared to their Hispanic counterparts at 28.96%. The suspension data is incongruent with the district's overall enrollment, where 55.6% of students are Hispanic compared with 24.3% of students who are Black. Additionally, when gender subgroups comprise an almost equal distribution of the total enrollment, disproportionality is also seen, with 64.59% of males accounting for suspensions when compared with their female counterparts, at 35.41%. To develop a more comprehensive picture of all factors that might impact subgroup suspension rates, the district is gathering baseline data as a part of MTSS on students' social-emotional competencies. During this baseline year of 21-22, teachers have assessed roughly half of the student population during fall and winter screenings. At both points, teachers identified approximately 78-80% of students as low risk, 15-16% as some risk, and 5-6% as high risk on the FastBridge® SAEBRS®. On the mySAEBRS®, roughly 48% of students completed the fall screening resulting in 66% identifying themselves as low risk, 30% identifying as some risk, and 4% identifying as high risk. Winter screening of mySAEBRS® of students' self-identification of risk factors remained somewhat commensurate with fall data, with 64%, 31%, and 5%, respectively.

**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)**

Due to COVID-19, students were in remote learning from March 20, 2020, through March 31, 2021. Remote learning significantly impacted student achievement, as evidenced on the FastBridge® assessment. As a result, KCKPS sought to shrink instructional gaps while providing high-quality core academic instruction by offering an in-school tutoring program to support Tier 2 and 3 instruction. This recommendation came from the Listening and Learning tours, where various internal and external stakeholders deemed additional personnel to support academic interventions as one of the most critical uses of ESSER funds. Challenges with staffing instructional and non-instructional positions provided an opportunity to look for various methods to support students' academic needs. Therefore, KCKPS selected Tomorrow's Promise Today (TPT) Education Leaders and Varsity Tutors to provide supplemental instruction to drill down on skill gaps resulting from remote learning as teachers accelerate current grade-level instruction in reading and math. Instructional resources used during tutoring

programs are approved Tier 1, Tier 2 or Tier 3 evidenced based practices or programs on either the KSDE state or Evidence for ESEA or What Works Clearinghouse national approved lists.

FastBridge® data indicates a need for focused improvement of core Tier 1 instruction. KCKPS responded to this need through the purposeful selection of core curriculum resources and implementation of Language Essentials for Teachers of Reading and Spelling (LETRS®). LETRS® is a professional learning opportunity that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats, Dr. Carol Tolman, and Dr. Lucy Hart Paulson, LETRS® teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. KCKPS staff engages with LETRS® training during Wednesday's early-release professional learning time. Teachers also participate in online sessions with virtual content and online sessions with a live LETRS® facilitator. Early feedback on the initial LETRS® Unit 1 professional development survey provides a strong leading indicator, with 90% reporting that session content will enhance their ability to use research-based practices in their role. 90% of teachers agree they can apply the skills and concepts learned from the session in their school instruction. In addition to LETRS® training, KCKPS partnered with TASN MTSS and Alignment team to provide all KCKPS instructional coaches and 16 CSI school principals and their selected BLT members with professional learning. Topics aligned to the science of reading, effective Tier 1 core instruction with structured interventions, data-based decision making, and impact/inquiry cycles using evidence-based strategies. First semester training survey feedback reflects positively with a few schools already correlating the increased use of evidence-based strategies directly to improvements seen in winter FastBridge® and KAP interim data. Instructional resources and pedagogies are approved Tier 1, Tier 2 or Tier 3 evidenced based practices or programs on either the KSDE state or Evidence for ESEA or What Works Clearinghouse national approved lists.

In spring 22, KCKPS BOE approved the adoption of the new core literacy resource for grades K-3. CKLA® partners deep content knowledge with foundational reading skills. The foundational skills strand follows the science of reading and supports teachers in explicit and systematic reading instruction. The cumulative scope and sequence build students' foundational skills over time, promoting a multi-sensory approach to teaching reading. The program provides complex, grade-appropriate texts, and writing opportunities while also providing strategies for scaffolding and differentiation. Students in grades 4 and 5 have used CKLA® for the last two years. The primary adoption allows for KCKPS to use a coherent and comprehensive core resource in K-5, supporting the focus of solid core instruction. CKLA® pilot teachers were allowed to continue teaching the core resource after the pilot process ended. Data collected from those pilot teachers provide positive and notable trends in student skill-building and reading achievement. First, New Stanley Elementary implemented classwide interventions modeled by the MTSS Reading Team. As a result, New Stanley K-1 students saw tremendous FastBridge® growth moving from 26th place in the district in word segmentation in the Fall to 2nd place in the district with word segmentation in the Winter marking excellent growth in a critical foundational reading skill. In the area of letter sounds, TA Edison and Quindaro marked a 26% increase from Fall to Winter in K-1 student proficiency. Eugene Ware Elementary, another CKLA® pilot school, decreased the number of K-1 students demonstrating risk for word segmenting by 25% from Fall to Winter. Furthermore, the kindergarten team at Douglass Elementary more than doubled the number of students demonstrating low risk on the FastBridge® earlyReading assessments from Fall to Winter. Based on data collected throughout the CKLA® pilot, KCKPS anticipates an increase in FastBridge® scores over time and increased KAP scores. Professional learning is a priority with all resource adoptions to ensure implementation fidelity.

Strengthening relationships and supporting the empowerment of students is a high priority given the diverse student population, of the 21,990 students in K-12 programs, 20,988 meet at least one of the KSDE at-risk indicators. KCKPS remains focused on targeting efforts to support Tier I instruction. In response to student discipline data and teachers' input regarding readily accessible SEL resources, the district expanded the acquisition of Second Step® resources to move the EC-5 SEL curriculum from counselors to classroom teachers during weekly instruction. KCKPS acquired the Overcoming Obstacles® resource to support 9-12 grade students and staff. Pacing guides protect time for K-12 instruction of the integrated SEL and academic standards. The Trauma Sensitive and Resilient Schools (TSRS) 3-year initiative culminated with the final cohort of schools receiving training during summer 21. Equipping all staff with tools to de-escalate, co-regulate, and embed trauma sensitive SEL practices into the day-to-day school environment builds stronger relationships as staff are more successful in supporting students' behaviors. Instructional resources and pedagogies are approved Tier 1, Tier 2 or Tier 3 evidenced based practices or programs on either the KSDE state or Evidence for ESEA or What Works Clearinghouse national approved lists.

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)  
<https://ies.ed.gov/ncee/wwc>  
<https://www.evidenceforessa.org/>



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

Any activity authorized by the Elementary and Secondary Education Act of 1965.

## **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.**

KCKPS will continue the focus on Tier I core instruction through the Multi-Tiered System of Support (MTSS) Framework enabling the district to implement targeted systems to proactively support strong academic and social-emotional KESA Board of Education outcomes. District and building administration will conduct quarterly reviews of all district and building level data, including the FastBridge® reading and math data and the SAEBRS/mySAEBRS data for social emotional learning. Review and analysis of data will include aggregate and disaggregated subgroup data, with the KCKPS Board of Education receiving quarterly updates during regularly scheduled public board meetings. District-wide implementation of the FastBridge® screener will continue as a part of the Comprehensive Assessment Plan and Schedule, and progress monitoring of this data will occur at each testing point. The district's Dyslexia team will continue to deliver the required KSDE Dyslexia training to all new staff, focusing on dyslexia and the brain science for reading to annually screen for students who are at-risk. Using core instruction data, all KCKPS campuses will utilize the Student Intervention Team (SIT) process to ensure teachers/Professional Learning Communities (PLCs) analyze individual student needs. In addition, PLCs will use the ATLAS Academics and SEL/Attendance Data Protocols to disaggregate data, analyzing outcomes across all subgroups but focusing particularly on gender and race to monitor for disproportionate outcomes in academic and SEL areas proactively.

Within the MTSS Framework, KCKPS will use the district's student data dashboard to monitor district and building student achievement Tier 1, Tier 2, and Tier 3 performance measures at each grade level for both academics and SEL. The dashboard along with the district's Early Warning System (EW) will serve as leading indicators to inform both classroom instruction, as well as individual student interventions. The district will continue quarterly monitoring of behavior incidents at the district and building levels, specifically in the areas of ISS and OSS for ten days or fewer, and monitoring for disproportionate suspension of subgroup populations. The student code of conduct is being revised to address student behaviors that lead to suspensions. System-level changes that identify alternative interventions and restorative techniques to address discipline will profoundly impact all students.

Through MTSS implementation to continue support of a strong Tier I core instruction, leaders and teachers will continue to utilize classwide interventions, where data indicates this to be the strategic course of action. Classwide interventions are research-based strategies used proactively to reinforce specific academic or SEL skills lacking by the majority of a classroom. This strategy is critically important in KCKPS, where FastBridge® data indicate more than 50% of a class have not mastered a specific phonics skill; a classwide intervention is needed during core instruction to reinforce the missing skill. The science of reading supports that phonemic awareness and phonics skills are built on a continuum, and when skills are missing in the continuum, reading gaps are created that need to be addressed quickly and sometimes frequently. After classwide interventions have been implemented, the FastBridge® Progress Monitoring tool will be used to measure students progress on intervention skills taught.

When looking at achievement data to inform systems-level decision-making, district 20-21 ELA, math, and science median scores are lower than that of the state. KAP summative scores indicate a need to target specific grade-level skills and standards during core and small group instruction time. As evidenced by KAP Interims, elementary and middle school math data reflects a need for targeted instruction in operations, algebraic thinking, and numbers and operations/fractions. Additional areas of need for middle school math include ratios and proportional relationships, the number system, and expressions and equations. For literacy, data indicates a need for targeted instruction for elementary in determining key ideas and details for both informational and literature-based texts, summarizing and inferencing, and the ability to use information from the text to support a conclusion. For middle school reading, targeted instruction is needed in determining key ideas and details for both informational and literature-based texts and the ability to use information from the text to support inferences and conclusions. Additionally, middle school students need support in determining the meanings of unknown words based on word relationships and word structure. KCKPS teachers are focused on utilizing district-provided frameworks and resources to intentionally plan for grade-level learning targets and prerequisite skills to decrease gaps in specific Kansas College and Career domains and standards. Using predictive KAP Interims as leading indicators, KCKPS is positioned for slight

increases in math and ELA on the 21-22 KAP Summative assessment.

To address learning loss due to COVID-19, KCKPS will begin implementation of Advancement Via Individual Determination (AVID®), a research-based framework to support all learners, especially those at the high school level. AVID® implementation will occur in the four comprehensive high schools in 22-23, with the AVID® elective course at the 10th-grade level, receiving targeted support from the school's AVID® site manager. AVID® Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies will be used in all high schools classrooms as a part of the instructional framework, building rigorous academic preparedness, opportunity knowledge, and student agency. AVID® implementation in these high schools will address gaps in learning seen within subgroups and increase overall student achievement and graduation rates.

In addition to monitoring curriculum and instruction in all high school classes, a significant amount of effort will continue to ensure streamlined processes for accurate data reporting that ultimately affects the district's graduation cohort. A systems-level entry, exit, and transfer process that all high schools use began in 21-22. This process includes a tracking document developed using 9th-12th grade cohort data to track individual student's course credits, anecdotal notes confirming face-to-face monitoring sessions, and KCKPS EWI to assist in keeping students on track for graduating. This intentional focus guarantees that any 9th grader failing more than one course will have an immediate intervention opportunity to enroll in credit recovery classes the following semester. If needed, schools will provide personal invitations to students who need to recover credit during the extended summer learning program. This process ensures 9th-grade students will start their sophomore year on track with at least seven credits. Each year, this systems-level process ensures students enter 12th grade without being credit deficient.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$82,500,802	\$0	\$82,500,802	ESSER III Allocations	\$16,500,161
Approved Total	\$21,047,142	\$0	\$21,047,142	Approved Total	\$9,427,715
Amount Left	\$61,453,660	\$0	\$61,453,660	Amount Still Needed	\$7,072,446
In Review Total	\$61,453,660	\$0	\$61,453,660	In Review Total	\$8,960,286
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
500-3-0046	Direct	False	1000	110	12	\$500,000	Secondary Review
500-3-0047	Direct	True	2213	321	4	\$598,450	Secondary Review
500-3-0048	Direct	False	2100	110	10	\$152,134	Secondary Review
500-3-0049	Direct	True	2100	329	4	\$4,000,000	Secondary Review
500-3-0050	Direct	True	1000	321	4	\$2,745,000	Secondary Review
500-3-0051	Direct	False	1000	321	12	\$106,020	Secondary Review
500-3-0052	Direct	True	1000	120	4	\$954,180	Secondary Review
500-3-0053	Direct	False	1000	120	12	\$106,020	Secondary Review
500-3-0054	Direct	False	1000	110	16	\$40,500,000	Secondary Review
500-3-0055	Direct	False	1000	645	12	\$128,000	Secondary Review
500-3-0056	Direct	False	2000	653	12	\$159,600	Secondary Review
500-3-0057	Direct	False	1000	641	12	\$1,304,560	Secondary Review
500-3-0058	Direct	False	1000	120	12	\$243,600	Secondary Review
500-3-0059	Direct	False	1000	650	12	\$7,000,000	Secondary Review
500-3-0060	Direct	True	1000	645	4	\$662,656	Secondary Review
500-3-0061	Direct	False	1000	653	12	\$300,000	Secondary Review
500-3-0062	Direct	False	1000	736	9	\$1,993,440	Secondary Review
500-3-0001	Direct	True	1000	110	11A	\$2,125,000	Approved
500-3-0002	Direct	True	1000	610	11A	\$150,000	Approved
500-3-0003	Direct	True	1000	322	11B	\$1,360,000	Approved
500-3-0004	Direct	True	2100	120	11B	\$264,100	Approved
500-3-0005	Direct	True	2700	519	12	\$135,000	Approved
500-3-0006	Direct	True	1000	110	12	\$95,000	Approved
500-3-0007	Direct	True	1000	653	12	\$643,071	Approved
500-3-0008	Direct	True	1000	653	12	\$612,500	Approved
500-3-0009	Direct	True	2210	110	12	\$125,000	Approved
500-3-0012	Direct	True	1000	110	4	\$684,022	Approved
500-3-0013	Direct	False	2113	110	10	\$20,000	Approved
500-3-0014	Direct	False	2213	321	10	\$100,806	Approved
500-3-0015	Direct	False	1000	653	10	\$25,000	Approved

500-3-0017	Direct	False	2130	110	10	\$721,456	Approved
500-3-0018	Direct	False	2130	110	2	\$112,000	Approved
500-3-0019	Direct	False	2130	653	5	\$70,840	Approved
500-3-0020	Direct	False	1000	110	12	\$200,000	Approved
500-3-0023	Direct	False	2610	120	13	\$2,500,000	Approved
500-3-0028	Direct	True	2100	110	10	\$75,000	Approved
500-3-0029	Direct	False	2213	321	4	\$445,500	Approved
500-3-0030	Direct	False	2100	120	4	\$200,000	Approved
500-3-0031	Direct	False	2100	120	4	\$150,000	Approved
500-3-0032	Direct	False	1000	110	4	\$500,000	Approved
500-3-0033	Direct	False	2100	320	4	\$250,000	Approved
500-3-0034	Direct	False	1000	210	12	\$651,780	Approved
500-3-0035	Direct	True	1000	110	12	\$2,475,000	Approved
500-3-0036	Direct	False	1000	736	12	\$3,556,077	Approved
500-3-0037	Direct	False	2500	352	3	\$3,600	Approved
500-3-0041	Direct	False	2500	329	10	\$112,368	Approved
500-3-0042	Direct	True	1000	110	4	\$684,022	Approved
500-3-0045	Direct	False	2213	321	4	\$2,000,000	Approved

## Line Item Details

Line Item ID: 500-3-0046

**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**

Teacher Salary

**Account Number**

07-40-001-1000-8041-51200

**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**

CHANGE: The JAG-K program provides support for students to graduate. Due to the learning loss experienced due to COVID, additional teachers could expand the JAG-K program to reach more students.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$500,000

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$500,000

**Status**

Secondary Review

Line Item ID: 500-3-0047

**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**

Instructional Improve Services

**Account Number**

07-31-001-2213-8041-53210

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

321 - Instructional Programs Improvement 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**

CHANGE: Professional development (SIOP, ECC/DRDP Training). SIOP professional learning series enables teachers, in all content areas, to gain knowledge of best instructional practices to support English Learners. ECC/DRDP Training on how to deliver the early childhood assessment. 488 staff will be involved in the training/PD.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$99,152
<b>Budgeted Expenditures in SFY 2023</b>	\$499,298
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$598,450</u>

**Status**

Secondary Review

Line Item ID: 500-3-0048

**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**

Professionals

**Account Number**

07-51-001-2100-8041-51690

**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**

UPDATE: There has been an increased need for support in our system around the socio-emotional needs of students due to the trauma of COVID. There will be a Coordinator for trauma informed care and services to oversee all trauma informed care initiatives for the District.

Per narrative, "Challenges in meeting academic and social-emotional learning goals increased with the COVID-19 pandemic. With regression occurring, KCKPS responded in 21-22 by continuing to emphasize district continuous improvement plans foundational systems to scale supports to address the identified needs of the district, where 95% of K-12 students meet at least one at-risk indicator.

To develop a more comprehensive picture of all factors that might impact subgroup suspension rates, the district is gathering baseline data as a part of MTSS on students' social-emotional competencies. During this baseline year of 21-22, teachers have assessed roughly half of the student population during fall and winter screenings. At both points, teachers identified approximately 78-80% of students as low risk, 15-16% as some risk, and 5-6% as high risk on the FastBridge® SAEBRS®. On the mySAEBRS®, roughly 48% of students completed the fall screening resulting in 66% identifying themselves as low risk, 30% identifying as some risk, and 4% identifying as high risk. Winter screening of mySAEBRS® of students' self-identification of risk factors remained somewhat commensurate with fall data, with 64%, 31%, and 5%, respectively."

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$74,134
<b>Budgeted Expenditures in SFY 2023</b>	\$78,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$152,134</u>

**Status**

Secondary 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**

Other Services

**Account Number**

07-51-001-2100-8041-53290

**Function Code**

2100 - Support Services (Students)

**Object Code**

329 - Other Professional Educational 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**

CHANGE: In order to support our most vulnerable student population of at-risk, incarcerated, homeless, migrant, IEPs, and foster children who have additional social emotional needs, we are bringing in BCBA (Board Certified Behavior Analyst) and RBT (Registered Behavior Techs) contracted staff. Seven contracted staff at \$95 per hour, 8 hours a day for 186 days. Research shows the traumatic times our students endured as they navigated through the pandemic has impacted their learning and has a direct correlation to the learning loss. One of the most daunting task educators will face is the gravity of overcoming the trauma and social emotional needs endured by students. The behavior students are exhibiting go beyond typical classroom management and require trained behavior analyst to work with collaborative with classrooms teachers to devise a strategy, interventions, and appropriate behavior supports for students. Addressing the behaviors will allow the classroom teacher more to time to focus on instruction. Our data shows an increase in behaviors since the students have returned.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000,000
<b>Total Expenditures</b>	\$4,000,000

**Status**

Secondary Review

Line Item ID: 500-3-0050

**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**

Instructional Improve Services

**Account Number**

07-30-001-1000-8041-53210

**Function Code**

1000 - Instruction

**Object Code**321 - Instructional Programs  
Improvement 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**

CHANGE: Proximity Learning livestreams certified teachers into classrooms for greater educational equity. 90% of this program will be directed to our most vulnerable population of students will benefit from this program. This subgroup of students will be impacted through remedial course recovery and additional support through smaller class sizes for more one-on-one teaching. We will have teachers for multiple beginning-level courses such as Spanish, Math, Science, English, Algebra, Biology and Computer Science, It offers live teachers to our students in 61-90 minute sessions in areas we have teachers shortages at 4 middle schools and 5 high schools. This directly impacts student learning loss by lowering class sizes and providing licensed teachers to provide instruction to our at-risk students and those with IEPs, migrant, incarcerated, and foster students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,372,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,372,500
<b>Total Expenditures</b>	\$2,745,000

**Status**

Secondary Review

Line Item ID: 500-3-0051



**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**

Instructional Improve Services

**Account Number**

07-30-001-1000-8041-53210

**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**

CHANGE: Proximity Learning livestreams certified teachers into classrooms for greater educational equity. 10% of this program will be directed to all the secondary student population by offering courses where we have teacher shortages and to assist in lowering class sizes. Some of the courses include Business Entrepreneurship, Geometry, Family Consumer Science, Chemistry, Health, World and US History, and Engineering. It offers live teachers to our students in 61-90 minute sessions in areas we have teachers shortages at 4 middle schools and 5 high schools. This directly impacts student learning loss by lowering class sizes and providing licensed teachers to provide instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$53,010
<b>Budgeted Expenditures in SFY 2024</b>	\$53,010
<b>Total Expenditures</b>	<u>\$106,020</u>

**Status**

Secondary Review

Line Item ID: 500-3-0052

**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**

Aides

**Account Number**

07-40-001-1000-8041-51520

**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**

CHANGE: Proximity Learning classroom aides. We will have 35 aides in classrooms to assist our most vulnerable population of students through class management and tutoring while students are utilizing livestreamed Proximity Learning. This directly impacts student learning loss by lowering class sizes and providing licensed teachers and tutors to our at-risk students and those with IEPs, migrant, incarcerated, and foster students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$477,090
<b>Budgeted Expenditures in SFY 2024</b>	\$477,090
<b>Total Expenditures</b>	<u>\$954,180</u>

**Status**

Secondary Review

Line Item ID: 500-3-0053

**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**

Aides

**Account Number**

07-40-001-1000-8041-51520

**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**

CHANGE: Proximity Learning classroom aides. We will have 3 aides in classrooms while students are utilizing livestreamed Proximity Learning. This directly impacts student learning loss by lowering class sizes and providing licensed teachers and tutors to 10% of our students. The aides will provide tutoring in the classroom as well as student support. We are able to lower class sizes by having additional sections of certain courses.

<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>	\$53,010
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<b>Budgeted Expenditures in SFY 2024</b>	\$53,010
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<b>Total Expenditures</b>	\$106,020
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**Status**

Secondary Review

Line Item ID: 500-3-0054

**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**

Other Salary

**Account Number**

07-40-001-1000-8041-51940

**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**

CHANGE: Retention payment to certified and classified staff. As a result of COVID, we have lost many staff members. This retention payment would help to assist in staff retention. It would impact approximately 4,500 staff members. Staff were paid \$4,000 on September 30, 2022. We plan on paying \$2,000 in August 2023, \$2,000 in December 2023 and \$1,000 in August 2024.

<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>	\$18,000,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$22,500,000
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<b>Total Expenditures</b>	\$40,500,000
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**Status**

Secondary Review

Line Item ID: 500-3-0055

**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**

Workbooks

**Account Number**

07-32-001-1000-8041-56450

**Function Code**

1000 - Instruction

**Object Code**

645 - Workbooks

**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: Pre-SAT for 10th and 11th graders. 3,200 students at \$20 per student for materials and the exam. This will provide the district indication of what students need additional support to pass the ACT with a higher score.

<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>	\$64,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$64,000
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<b>Total Expenditures</b>	<u>\$128,000</u>
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**Status**

Secondary Review

Line Item ID: 500-3-0056

**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**

Software

**Account Number**

07-32-001-1000-8041-56530

**Function Code**

2000 - Support Services

**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**

NEW: Due to COVID, technology is impacting our students' learning more than pre-COVID. SWYE360 CAAP is a program to monitor technology usage by our students including time on task to determine if our students are properly utilizing technology, investigate if they need additional support on how to use the technology, and determine what is the most impactful technology for our district to use.

<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>	\$159,600
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$159,600</u>
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**Status**

Secondary Review

Line Item ID: 500-3-0057

**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**

Books

**Account Number**

07-71-001-1000-8041-56410

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**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: Due to the learning loss due to COVID, we would like to provide additional library books to enhance student literacy. We would be able to create new classroom libraries and enhance existing classroom libraries.

<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>	\$1,304,560
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$1,304,560
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**Status**

Secondary Review

Line Item ID: 500-3-0058

**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**

Instructional Aides

**Account Number**

07-54-001-1000-8041-51550

**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**

NEW: 7 Early Childhood Teacher Assistants. They will travel to our Early Childhood sites to assist with student learning loss by providing additional one on one instruction.

<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>	\$243,600
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$243,600
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**Status**

Secondary Review

Line Item ID: 500-3-0059

**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**

Supplies - Technology Related

**Account Number**

07-26-001-1000-8041-56500

**Function Code**

1000 - Instruction

**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**

NEW: Recognizing that COVID 19, not only changed the trajectory of every aspect of our world, it also changed every aspect in how school districts operate. Cameras in the classroom is one component of the educational infrastructure that has research based benefits for students and staff.

**Student Benefits:**

The rebound from Covid 19 has displayed Cameras in the classroom to provide the opportunity for lessons to be shared during a student absence and/or the opportunity for an instructional review to take place as a differentiated model for student outcomes. Cameras in the classroom will also allow instruction to expand from one classroom to several classrooms around our district, creating equitable opportunities of learning peer to peer. There is a national teacher shortage, in addition to a teacher shortage in KCKPS. Cameras in the classroom will allow our at-risk students who are identified as ESL and/or Special Education to experience live lessons from highly qualified teachers in classrooms where we have been forced to hire long-term subs.

The past several years have displayed some key factors related to academic achievement and the expansion of learning loss. Cameras in the classrooms allow the opportunity to think outside of the box of a traditional brick and mortar model, by providing differentiated methods of learning and tools for all.

**Staff Benefits:**

As teachers work to improve teaching practices, it becomes a challenge when peers are teaching the same thing at the same time, or when opportunities don't present themselves for teachers to take extended time away from their students during the instructional day.

Cameras in the classroom will provide teachers the opportunity to record and review stellar lessons to share with their peers, while also using videos as a method to coach peers up by outlining their strengths, areas of impact, and areas of modifications needed in a lesson.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,000,000</u>

**Status**

Secondary 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**

Workbooks

**Account Number**

07-31-001-1000-8041-56450

**Function Code**

1000 - Instruction

**Object Code**

645 - Workbooks

**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**

NEW: Reading intervention materials and student workbooks. Reading intervention is needed for our at-risk population at an early stage in learning. Our students were out of the classroom for over a year of instruction. The most vulnerable of our students need additional support to impact learning loss during that time and the social/emotional impacts of COVID for this sub-population. We will be purchasing Countdown to Really Great Reading (supports students who are struggling to master letters sounds) and 95% Group Phonics (chip kits provide a multi-sensory approach to learning the sound-symbol correlation needed to decode words)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$662,656
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$662,656</u>

**Status**

Secondary Review

Line Item ID: 500-3-0061

**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**

Software

**Account Number**

07-31-001-1000-8041-56530

**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**

NEW: The department of ESOL & Migrant Programs has run a pilot program with Imagine Learning through the KU STEP UP grant program for five years. The pilot includes six elementary schools and one early childhood site. In February 2022 the board approved adding additional licenses for 15 school licenses. Through the pilot process, the district has seen student growth through the school-wide implementation that allows teachers to utilize the tool with fidelity. Imagine Learning and Literacy is targeted at students building their academic English language proficiency which supports the needs of English language learners (ELs). Currently, elementary buildings are seeking a platform that supports the language proficiency growth of ELs. The need has increased due to remote learning caused by COVID. This platform has been vetted and supports the district's rollout of MTSS as it will support Tier 2 interventions for ELs needing to increase their academic vocabulary. This would provide access to all elementary buildings to access intervention software that meets the needs of ELs who need support with vocabulary and comprehension.

<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>	\$0
<b>Total Expenditures</b>	<u>\$300,000</u>

**Status**

Secondary Review

Line Item ID: 500-3-0062



**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**

Computer hardware

**Account Number**

07-26-005-2580-8041-57360

**Function Code**

1000 - Instruction

**Object Code**

736 - Computers and Related Equipment (Including Software if bought as a package)

**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**

NEW: To address learning loss, there is a need for additional computers and charging devices for students to take their computers home and continue learning beyond the school day. We purchased approximately 2,500 computers, 8,500 chargers and 5,000 adapters for iPads.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,993,440
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,993,440</u>

**Status**

Secondary Review

Line Item ID: 500-3-0001

**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**

07-40-001-1800-8041-51200

**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 learning loss due to COVID will be addressed with a summer school program. Summer school salaries. We anticipate 8,000-10,000 students participating. There will be: 6 summer school coordinators; 18 site administrators, and approximately 375 teachers; as well as instructional support staff and other school support staff. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Summer school extended learning is necessary to improve academic achievement following the loss of instructional time during COVID for our vulnerable population of students. Four of the stakeholder groups recommended summer school as a priority use of ESSER funds.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,125,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,125,000</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**

Supplies

**Account Number**

07-40-001-1800-8041-56100

**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 student transportation. Increases the opportunity for students to attend summer school. 75% of our summer school students need transportation. Transportation is essential for our students to attend summer school to deal with the learning loss due to COVID. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Summer school extended learning is necessary to improve academic achievement following the loss of instructional time during COVID for our vulnerable population of students. Four of the stakeholder groups recommended summer school as a priority use of ESSER funds. Transportation for summer school extended learning increases the attendance rates for our at-risk students.

<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
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$150,000</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**

Instructional Services

**Account Number**

07-31-001-1000-8041-53220

**Function Code**

1000 - Instruction

**Object Code**

322 - Instructional Services

**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**

Before/After school tutors. These funds would be used to pay certified teachers to be available for students before and after school. This would cover 160 teachers each serving 30 hours of tutoring time. Also provides for community partnerships for academic tutoring support. Challenges with staffing instructional and non-instructional positions provided an opportunity to look for various methods to support students' academic needs. Therefore, KCKPS selected Tomorrow's Promise Today (TPT) Education Leaders and Varsity Tutors to provide supplemental instruction to drill down on skill gaps resulting from remote learning as teachers accelerate current grade-level instruction in reading and math. Instructional resources used during tutoring programs are approved Tier 1, Tier 2 or Tier 3 evidenced based practices or programs on either the KSDE state or Evidence for ESEA or What Works Clearinghouse national approved lists.

<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>	\$1,360,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$1,360,000
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, " Challenges with staffing instructional and non-instructional positions provided an opportunity to look for various methods to support students' academic needs. Therefore, KCKPS selected Tomorrow's Promise Today (TPT) Education Leaders and Varsity Tutors to provide supplemental instruction to drill down on skill gaps resulting from remote learning as teachers accelerate current grade-level instruction in reading and math. Instructional resources used during tutoring programs are approved Tier 1, Tier 2 or Tier 3 evidenced based practices or programs on either the KSDE state or Evidence for ESEA or What Works Clearinghouse national approved lists."

Line Item ID: 500-3-0004

**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**

Misc Classified

**Account Number**

07-51-001-2100-8041-51540

**Function Code**

2100 - Support Services (Students)

**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**

As a result of COVID, our elementary students need a structured program alternative to tutoring before and after school. Expanding Kidzone before/after school programs. Cost of the entire operation for 2 Sites 120 students AM/PM 40 a week = 172,800: Tuition  
 Staff 12: \$16.00 an hr: 20,000 for salaries  
 Transportation: 10,800  
 Nutritional Services: 5500  
 Enrichment Contracts(BoyScouts, 4H, Martial Arts and Girl Scouts): 30,000  
 Second Step: 25,000 KidZone allow students to arrive early and stay after hours in a structured setting.  
 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Before and after school programs are necessary to improve academic achievement following the loss of instructional time during COVID for our vulnerable population of students. Four of the stakeholder groups recommended before and after school programs as a priority use of ESSER funds.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$264,100
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$264,100</u>

**Status**

Approved

Line Item ID: 500-3-0005

**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**

District Transportation

**Account Number**

07-25-600-2700-8041-55190

**Function Code**

2700 - Student Transportation Services

**Object Code**

519 - Other Sources of Student Transportation Services (Including mileage paid in Lieu of Transportation)

**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**

In order to further support our students' learning loss due to COVID, tutoring will be provided. Student transportation for before/after school tutoring includes bus drivers/bus aides salaries and fuel. Increases the opportunity for students to attend tutoring. 50% of our students would benefit. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Before and after school programs are necessary to improve academic achievement following the loss of instructional time during COVID for our vulnerable population of students. Four of the stakeholder groups recommended before and after school programs as a priority use of ESSER funds. District transportation increases the attendance rates for our at-risk students.

<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>	\$0
<b>Total Expenditures</b>	<u>\$135,000</u>

**Status**

Approved

Line Item ID: 500-3-0006

**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**

Teacher salary

**Account Number**

07-40-001-1000-8041-51200

**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**

In order to address the learning loss of students who were in PreK when schools shut down due to COVID, as well as students who were not able to attend PreK due to COVID, we will offer a Kindergarten Jump Start. Kindergarten jump start teacher salaries. This will cover the cost of 28 teachers and 28 instructional aides. This will take place over one week. The cost of supplies and transportation is also included. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Kindergarten Jump Start prepares our Kindergarten students for the school environment. This starts the education process for our young population of vulnerable students.

<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**

Approved

Line Item ID: 500-3-0007

**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**

Software

**Account Number**

07-31-001-1000-8041-56530

**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**

Intervention software - AVID - Avid is AVID, an acronym for Advancement Via Individual Determination, is an "untracking" program designed to help underachieving students with high academic potential prepare for entrance to colleges and universities. AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society, virtual school. We will pilot in one high school, two feeder middle schools, and two feeder elementary schools.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$234,894**Budgeted Expenditures in SFY 2024** \$408,177**Total Expenditures** \$643,071**Status**

Approved

Line Item ID: 500-3-0008

**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**

Software

**Account Number**

07-31-001-1000-8041-56530

**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**

Virtual School - The District will partner with Greenbush to afford the opportunity for students to participate in virtual school. The cost per student will be \$3,500. We anticipate 175 students attending

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$612,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$612,500**Status**

Approved

Line Item ID: 500-3-0009

**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**

Inst Specialist

**Account Number**

07-31-001-2210-8041-51610

**Function Code**

2210 - Improvement of Instruction 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**

Director of MTSS for coordination of learning loss due to Covid as well as extended learning opportunities outside of the school day and 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>	\$125,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$125,000</u>

**Status**

Approved

Line Item ID: 500-3-0012



**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**

Teacher salary

**Account Number**

07-37-001-1000-8041-51200

**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**

Co-teaching salaries. Co-teaching provides for a more inclusive educational experience for our students with disabilities, as well as English Learners. This professional learning series will equip classroom teachers with the tools and strategies for a co-taught classroom. This will cover the cost of paying general education staff to attend training for co-teaching after school hours. We are also hiring Specials teachers for planning time/PD for our teachers. They currently do not have common plan time in all the schools and we understand the importance of Building Leadership Teams and Professional Development to provide a consistent instruction to our students and the ability for teachers to learn from each other. Approximate salary and benefits is \$60,000 each for 11 teachers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$684,022
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$684,022</u>

**Status**

Approved

Line Item ID: 500-3-0013

**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**

Social Worker

**Account Number**

07-51-001-1800-8041-51670

**Function Code**

2113 - Social Work Services

**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**

In order to support our students who have socio-emotional needs as a result of COVID, we will have Social workers for summer school. Each summer school site will have a social worker on staff to support the socio-emotional needs of our students. Six social workers will work 5.5 hours a day for four weeks in June. Approximate salary and benefits per employee is \$3,333.

<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>	\$0
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Approved

Line Item ID: 500-3-0014

**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**

Instructional Improve Services

**Account Number**

07-51-001-2213-8041-53210

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

321 - Instructional Programs Improvement 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**

There has been an increase in our students behavioral/socio-emotional needs as a result of COVID. We will provide a professional development (trauma informed summer series, SEL resources, crisis team training). The proposed solution is to sustain the Trauma Sensitive and Resilient Schools Initiative that aligns and supports the Behavioral Health, Equity and Inclusion and Social Emotional Learning. This will include extra duty for staff for the Trauma Sensitive Summer Series, resources and mileage for Social Workers to support home visits, mental health services for school based therapists and an after school care clinic and to bridget the work of the Behavioral Health Coordinator. This proposal will impact students, families and staff. This work aligns with the KSDE SECD standards, the District's MTSS initiative, KESA and the District's Strategic Initiative Plan. The SEL resources provide rich, robust and evidence based resources that will develop Tier I supports. Tier supports will be cemented in evidence-based SEL practices with teachers, counselors and social workers that align with MTSS, KESA priorities and student achievement.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100,806**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$100,806**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The Trauma Sensitive and Resilient Schools (TSRS) 3-year initiative culminated with the final cohort of schools receiving training during summer 21. Equipping all staff with tools to de-escalate, co-regulate, and embed trauma sensitive SEL practices into the day-to-day school environment builds stronger relationships as staff are more successful in supporting students' behaviors. Instructional resources and pedagogies are approved Tier 1, Tier 2 or Tier 3 evidenced based practices or programs on either the KSDE state or Evidence for ESEA or What Works Clearinghouse national approved lists."

Line Item ID: 500-3-0015

**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**

Software

**Account Number**

07-31-001-1000-8041-56530

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**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**

To further support students who are experiencing increased socio-emotional needs as a result of COVID, we will purchase the Edgenuity SEL component. Socio-emotional needs often manifests itself with behavior issues. This software will allow students who are in an alternative to suspension setting the ability to engage in socio-emotional skills. This will be provided to the middle and high school campuses.

<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>	\$0
<b>Total Expenditures</b>	\$25,000

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Challenges in meeting academic and social-emotional learning goals increased with the COVID-19 pandemic. With regression occurring, KCKPS responded in 21-22 by continuing to emphasize district continuous improvement plans foundational systems to scale supports to address the identified needs of the district, where 95% of K-12 students meet at least one at-risk indicator.

KCKPS 3-year disaggregated overall suspension data from 19-20 through 21-22, indicate the most considerable discrepancy continues to be found with Black students suspended at a rate of 55.03% as compared to their Hispanic counterparts at 28.96%. The suspension data is incongruent with the district's overall enrollment, where 55.6% of students are Hispanic compared with 24.3% of students who are Black. Additionally, when gender subgroups comprise an almost equal distribution of the total enrollment, disproportionality is also seen, with 64.59% of males accounting for suspensions when compared with their female counterparts, at 35.41%. To develop a more comprehensive picture of all factors that might impact subgroup suspension rates, the district is gathering baseline data as a part of MTSS on students' social-emotional competencies."

Line Item ID: 500-3-0017

**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**

Nurse

**Account Number**

07-33-001-2130-8041-51420

**Function Code**

2130 - Health Services

**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**

Establish a District Care Clinic that will provide mental health services due to COVID. This will include Behavioral Health Social Workers providing direct services and 3 to 4 session at no cost to the student/family. The cost is estimated to be about \$40,000 for 12 Social Workers to work 5 hours a week during the school year (186 days). Additional nursing staff: 3 Health Data Specialists approximate salary and benefits \$40,000 each to manage COVID contact tracing of Certified staff, Classified staff, and students and mandatory state/county COVID reporting, 7 LPNs approximate salary and benefits \$55,000 each to support recommended student:nurse ratios, 4 Health Room Aides approximate salary and benefits \$38,000 each to support at lower acuity/high enrollment schools.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$721,456**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$721,456**Status**

Approved

Line Item ID: 500-3-0018

**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**

Administrator

**Account Number**

07-80-001-2130-8041-51610

**Function Code**

2130 - Health Services

**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**

The Director of health services. This individual will oversee all health related services for the District. Duties of the current health services coordinator are too extensive due to COVID-19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$112,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$112,000**Status**

Approved

Line Item ID: 500-3-0019

**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**

Software

**Account Number**

07-80-001-2130-8041-56530

**Function Code**

2130 - Health Services

**Object Code**

653 - Software

**Allowable Use**

5 - Procedures and systems to improve LEA preparedness and response efforts.

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

Health services software for COVID contact tracing will impact all staff and students.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$70,840**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$70,840**Status**

Approved

Line Item ID: 500-3-0020

**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**

Stipends

**Account Number**

07-40-001-1000-8041-51209

**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**

To have high quality teachers, the district is encouraging and assisting in paying for National Board Certifications. The cost of 40 employees for study time and exam fees is \$5,000 each

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$200,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$200,000**Status**

Approved

Line Item ID: 500-3-0023

**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**

Custodians

**Account Number**

07-24-005-2610-8041-51810

**Function Code**

2610 - Operation of Building

**Object Code**

120 - Regular Non-Certified Salaries

**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**

Due to COVID, we have increased our custodial staff for cleaning and sanitizing school buildings. Approximate salary and benefits is \$55,000 for 45 staff members.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2,500,000

**Status**

Approved

Line Item ID: 500-3-0028

**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**

Social Worker

**Account Number**

07-51-001-2100-8041-51670

**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**

Due to COVID, there is a need for an additional social worker to support social emotional student needs at Grant Elementary. The enrollment at Grant Elementary is 307 students. The effects of COVID 19 and the impact on the social-emotional learning are creating an additional complex phenomenon for classroom teachers to navigate. An additional social worker at Grant Elementary will allow the general education teachers and the ESL staff to collaborate with the social worker to address the complex needs of the multiple students who speak as English as a second language and have gaps in their learning.

<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>	\$0
<b>Total Expenditures</b>	\$75,000

**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**

Instructional Improve Services

**Account Number**

07-51-001-2213-8041-53210

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

321 - Instructional Programs Improvement 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**

For a high quality workforce to address student learning loss, we need a Teacher/Leadship pipeline, Leaders of Leaders Institute, and Restorative Justice training for our staff. Restorative Justice training is \$200,000 to train all staff over two years, Leaders of Leaders Institute (\$100,000 per summer) We plan to host it the next two summers and provide training throughout the year during the 22-23 school year (\$20,000). 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. As a result of these meetings, we discovered our suspension rate has increased due to behaviors students are displaying and we lost/losing teacher and leaders. KIPCOR training is \$25,500.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$445,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$445,500</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**

Parent Services

**Account Number**

07-51-001-2100-8041-53240

**Function Code**

2100 - Support Services (Students)

**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**

There has been an increased need for support in our system for student enrollment and family services. We need additional staff in the Welcome Center to assist families and students. One director approximately salary and benefits \$120,000 and two assistants approximate salary and benefits \$40,000 each. We have a high number of non-English speaking families. The Welcome Center would assist families with the annual enrollment of students including translation services. We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys, Site Councils, Title Parent Meetings and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents wanted a centralized location to enroll, connect, reconnect, engage, access information and resources due the learning loss and losing families during 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>	\$200,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$200,000</u>

**Status**

Approved

Line Item ID: 500-3-0031

**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**

Translator

**Account Number**

07-51-001-2100-8041-51500

**Function Code**

2100 - Support Services (Students)

**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**

To assist with family engagement, we need additional translators for a dual language center. We have a very diverse student/family population with over 65 languages spoken. Three employees with approximate salary and benefits of \$50,000 each. More than 50% of our student's primary language is not English. Due to COVID 19 the barriers these students face when in engaging in learning has been increased. The Dual Language Center will allow students to receive instruction in multiple languages in order to address the learning loss attributed to 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>	\$150,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$150,000</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**

Stipends

**Account Number**

07-40-001-1000-8041-51209

**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**

To address learning loss through high quality teachers, the district is encouraging and assisting in paying for CTE Praxis fees. 100 employees at \$5,000 each for study time and the exam fees.

<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>	\$0
<b>Total Expenditures</b>	<u>\$500,000</u>

**Status**

Approved

Line Item ID: 500-3-0033

**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**

Parent Services

**Account Number**

07-51-001-2100-8041-53240

**Function Code**

2100 - Support Services (Students)

**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**

Due to COVID, there is a need for additional parent engagement. The district is putting into place additional support for parent engagement to address student learning loss. Five employees approximate salary and benefits \$50,000 each. We have a high number of low-income and non-English speaking parents. The parent engagement staff will work with individual families for their specific needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$250,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$250,000</u>

**Status**

Approved

Line Item ID: 500-3-0034

**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**

Health Insurance

**Account Number**

07-40-001-1000-8041-52100

**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**

Due to the shortage of teachers, the district is offering health insurance benefits to long term subs. It is assisting in attracting substitute teachers. We are anticipating the possible need of 85 long term subs. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. The teacher shortage has required us to hire long term substitutes. We are offering health insurance benefits to our long term subs to attract them to stay with our district. This provides continuity for our vulnerable population of 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>	\$651,780
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$651,780</u>
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**Status**

Approved

Line Item ID: 500-3-0035

**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**

Teacher salary

**Account Number**

07-40-001-1000-8041-51200

**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**

Reading intervention teachers. Our seven (7) Comprehensive Support Schools (CSI) at the elementary level will each receive a teacher. Approximate salary and benefits is \$82,500 per teacher. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Reading intervention teachers will support learning loss at our CSI schools whose vulnerable children need the most support.

<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>	\$2,475,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$2,475,000</u>
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**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**

Computers

**Account Number**

07-26-005-1000-8041-57360

**Function Code**

1000 - Instruction

**Object Code**

736 - Computers and Related Equipment (Including Software if bought as a package)

**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**

Computers to provide continuity of learning for our students to include 4th-8th grade. We will be upgrading 4th-8th grade from current Chromebooks to iPads. Due to the learning loss created from COVID, this would allow for a common computer platform for all of our students. 95% of our K-12 students meet at least one at-risk indicator and our graduation rates fell during COVID. Continuity of learning is essential for our vulnerable population of students. We will be purchasing approximately 8,600 iPads.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,556,077
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,556,077</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**

Other Prof/Technical Services

**Account Number**

07-40-001-2570-8041-53520

**Function Code**

2500 - Central Services

**Object Code**

352 - Other 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**

WorkKeys tutor assessment. Paraprofessionals providing instructional support in programs supported with federal funds must meet the following requirements: 1) Have a high school diploma or a GED certificate and, 2) Complete 48 hours at an institution of higher education\* OR 3) Obtain an associate's (or higher) degree OR 4) Pass a State approved assessment that assesses the ability to assist in instructing reading, writing, and mathematics (or reading, writing, mathematics readiness). We currently have a large number of para/instructional support positions vacant due to COVID and a large candidate pool without the required credentials. Many SPED and ECH classrooms require an instructional support staff member in order to meet IEP or federal programming (Head Start) guidelines. All schools and students will be impacted by this project. Students and teachers benefit by having an additional layer of instructional support in the classroom, supported by a highly qualified staff member. If we are unable to fill current vacancies, we will be out of compliance in some of our federally funded classrooms. If we are out of compliance, we will run the risk of losing these federal funds. Loss of funds will result in eliminating these classrooms, reduction in staff, and loss of learning opportunities for students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,600</u>

**Status**

Approved

Line Item ID: 500-3-0041

**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**

Other Services

**Account Number**

07-40-001-2570-8041-53290

**Function Code**

2500 - Central Services

**Object Code**

329 - Other Professional Educational 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**

Staff have been greatly impacted by COVID, as well as our students. We want to implement social emotional support for our 4,500 staff members.

<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>	\$112,368
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$112,368</u>
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**Status**

Approved

Line Item ID: 500-3-0042



**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**

Teacher Salary

**Account Number**

07-37-001-1000-8041-51200

**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**

Co-teaching salaries. Co-teaching provides for a more inclusive educational experience for our students with disabilities, as well as English Learners. This professional learning series will equip classroom teachers with the tools and strategies for a co-taught classroom. This will cover the cost of paying general education staff to attend training for co-teaching after school hours. We are also hiring Specials teachers for planning time/PD for our teachers. They currently do not have common plan time in all the schools and we understand the importance of Building Leadership Teams and Professional Development to provide a consistent instruction to our students and the ability for teachers to learn from each other. Approximate salary and benefits is \$60,000 each for 11 teachers.

<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>	\$684,022
<b>Total Expenditures</b>	\$684,022

**Status**

Approved

Line Item ID: 500-3-0045

**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**

Instructional Improve Services

**Account Number**

07-31-001-2213-8041-53210

**Function Code**

2213 - Instructional Staff Training Services

**Object Code**

321 - Instructional Programs Improvement 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**

Due to COVID 19 impact learning loss of students it is important for staff to have the skills and tool to utilize PLC time effectively in order to implement a Multi-Tiered Support System to provide the appropriate interventions to students. A PLC Conference to hosted by Kansas City Kansas Public Schools will provide teachers and administrators with the tools to engage in PLC meetings at a high level and implement an MTSS system. When implemented well, the PLC process is the best way to build the learning-focused culture, collaborative structures, instructional focus, and assessment information necessary to successfully respond to the learning gaps students are experiencing due to COVID 19 (Buffman, Mattos and Malone, 2018). In John Hattie's meta-analysis study, response to intervention or RTI has an effect size of 1.29, which is fifth highest influence on student learning. Looking at KCKPS PLCs and MTSS systems, there is no coherence across the school district. Different schools use different methods of organizing the work within PLCs. Michael Fullan's Coherence Framework states that having a focused direction means we need to be purpose driven and have clarity in strategy. Right now, KCKPS teachers are not all moving in the same direction because of varied opinions on PLCs and no clear strategies to work effectively. Hosting this conference will allow us to provide the tools to all of our teachers and implement PLC effectively.

We will be replicating what Shawnee Mission provided last year. It will provide 2,000 registrations for the PLC Institute for \$500 per registration. The PLC Institute directly addresses our ability to reimagine learning and guarantee relevant opportunities for personalized learning. This conference will allow teachers in the district to be trained in the latest research on collaboration and professional learning communities. Based on our experiences with smaller teams, it has the potential to significantly positively impact the climate in the district and learning for students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000,000
<b>Total Expenditures</b>	\$2,000,000

**Status**

Approved

